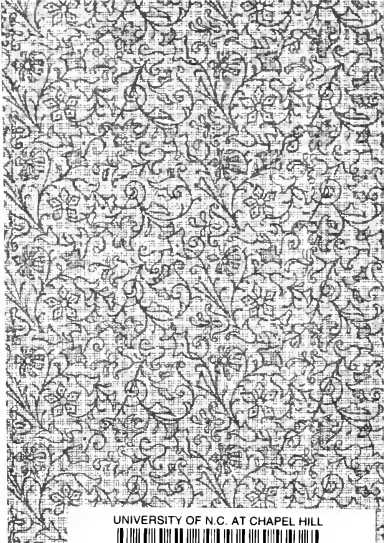


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University of North Carolina**

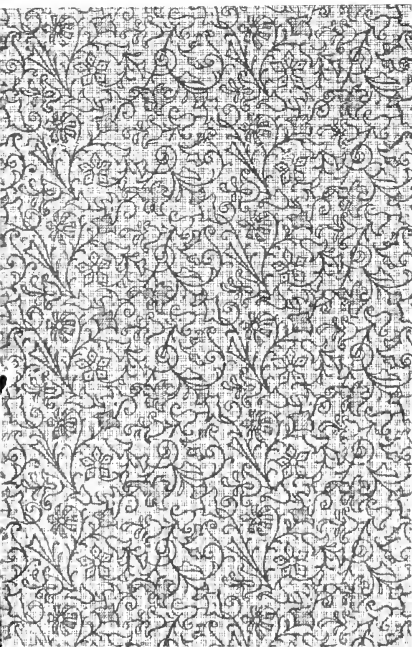
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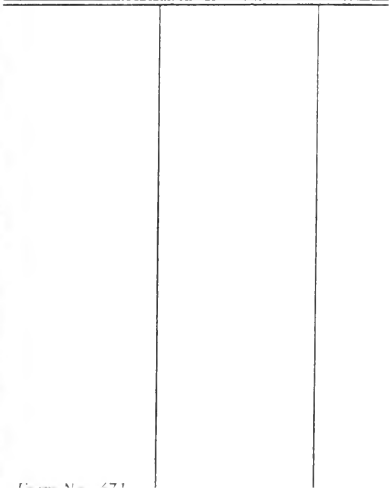
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CALL NO.

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Installation of the First President

OF THE

University of Virginia

Dr. Edwin Anderson Alderman

April 13, 1905

Prepared by
SALLIE J. DOSWELL
JOHN S. PATTON



Edwin Anderson Alderman.

Edwin Anderson Alderman was born in Wilmington, N. C., May 15, 1861. He was prepared for college at Bethel Military Academy, Virginia, and was graduated from the University of North Carolina, at Chapel Hill, in 1882. On leaving college he immediately entered upon his chosen work of teaching. His career in that profession has been one of constant and rapid advancement. In 1882 he was made Superintendent of City Schools, Goldsboro, N. C.; in 1886, President

of the North Carolina Teachers' Assembly; in 1880, State Institute Conductor of North Carolina; in 1892, Professor of History in the State Normal and Industrial College, at Greensboro, N. C.; in 1893, Professor of the History and Philosophy of Education in his *alma mater*, the University of North Carolina. In 1896, fourteen years after his graduation, he was unanimously chosen President of the University of North Carolina, and administered its affairs with signal success for four years. There was a steady and remarkable increase in the number of students, in the amount of income, in the number of new buildings, and in popular appreciation of the work and worth of the University. His administration was marked also by unity of purpose among Faculty and students, and by an unflinching faith in his ability to lead to higher things.

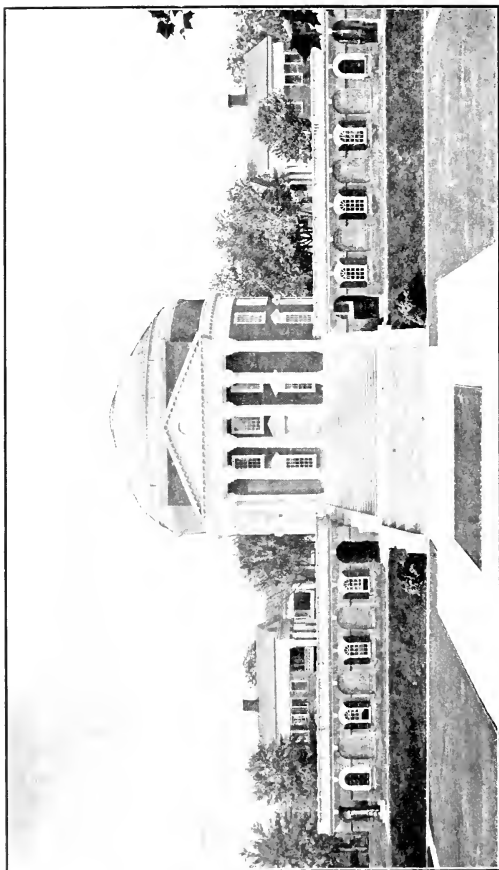
In April, 1900, he was called to the presidency of Tulane University, of Louisiana, made vacant by the death of Colonel William Preston Johnston. His administration of this office was in the highest degree successful. The curriculum was revised and liberalized; the scattered life of the institution was unified; the Faculty was notably strengthened; the resources of the University were augmented; a beautiful library building was erected; there was an awakening along all lines of college life; and the cause of higher education was, as never before, brought to the minds and hearts of the people.

In 1896, the University of the South, at Sewanee, Tenn., conferred upon President Alderman the degree of D. C. L. In 1899, Tulane University conferred upon him the degree of LL. D., this honor being repeated by Johns Hopkins University in 1902.

President Alderman is an honorary member of many learned societies, and is especially prominent in the National Educational Association, having been a Vice-President of the Association for 1903-04. He is the author of "A Brief History of North Carolina," and many educational pamphlets and addresses. He is a member of the Southern Education Board and director of its affairs for the Southwest. His reputation as an orator before cultured assemblages is national, and his felicitous addresses in New York, Chicago, Baltimore, and Boston have been notable features of notable occasions.

He carries to his work (at the University of Virginia) a personal magnetism, an innate leadership, a dedication to cultured service, an adaptability to new conditions, a hospitality to large ideas, an understanding of educational needs and processes, a sympathy with all high enthusiasms, a disdain of sordidness and inefficiency, a passion for democratic ideals, a swiftness and sureness in interpreting popular movements, and withal a vividness and distinction of speech not surpassed by any college president in America.*

* Dr. C. A. Smith.



THE ROTUNDA, NORTH FRONT.

Election of President Alderman, And His Reception at the University

Dr. Edwin Anderson Alderman was elected President of the University of Virginia by the Board of Visitors on June 14, 1904, and his acceptance of this office was conveyed in the following letter:

HOTEL VICTORIA, NEW YORK, July 7, 1904

Hon. Charles P. Jones, Charlottesville, Va.

MY DEAR MR. JONES:—On Tuesday, June 14th, I had the honor to receive your telegram announcing my election as President of the University of Virginia. On yesterday I sent you by telegram my formal acceptance of that great honor and trust. It seems to me proper that I should more formally, and by letter, acquaint you of my decision.

I have spent the three weeks intervening between the action of the Board of Visitors and my decision in an earnest effort to discover the right thing to do in this great matter.

As you well know, I did not seek this high office and this great responsibility, for my mind and my heart were full of the problems of the Tulane University of Louisiana,—an institution dear to me and full of power for the future in our national life. It has cost me much suffering to sever my relations with that University and with the broad-minded and generous-hearted people who sustain it, but I have come to you because the call seemed to me a clear call of duty and responsibility, which I could not put aside.

This is no moment of mere protestation. I shall give to the University of Virginia whatever strength I have of mind or body or spirit. I shall study its past with reverence, and I shall seek to build about it for the future in the spirit of a man who has something very precious entrusted to his keeping.

Of my own self I can do very little, and that little ill, but if the strength of every man and woman who loves the University and understands its meaning to American life may be relied upon, then, indeed, a great work may be done.

I shall make many mistakes, without doubt. The only college president who avoids mistakes is the one who cunningly does nothing. I shall, however, believe that the Board of Visitors and the people of Virginia, to whom the University belongs, will have patience with me if my purpose be clear to do what I can. Faithfully yours.

EDWIN A. ALDERMAN.

On the evening of September 15, 1904, the President was welcomed to his office by a large gathering in the Public Hall of the University. The Hon. Charles Pinckney Jones, of Monterey, Rector of the Board of Visitors, presided, and made an address of notification, in the course of which he told of the sentiment which had resulted in the enactment by the Legislature of a law providing for a president, and referred to the satisfaction of the public in the Board's choice of an executive. The Rector pledged to the President the support and co-operation of the Visitors, the alumni and the student body.

ADDRESS OF WELCOME TO THE FIRST PRESIDENT.

Dr. James Morris Page, the last of the Chairmen of the Faculty, on laying down the office which he had administered with conspicuous ability, said:

"The simple ceremonies in which we are participating tonight are intended to contribute towards marking an event in the life of the University of Virginia second in importance only to the conception and birth of the institution; I refer, of course, to the inception of a new form of government.

"I need hardly remind you that, in the beginning, the executive, and a part of the legislative, authority and responsibility were vested in the Faculty and the Chairman of the Faculty. This form of government, introduced by the Father of the institution, was at first a pure democracy, for the Chairman, the chief executive officer, was a member of the Faculty, and was elected annually by his colleagues. But the chairmanship soon proved to be an office to be sedulously avoided by any professor, on account of onerous duties and responsibilities which became more burdensome year by year, so that in 1828, when the University was three years old, the Visitors had to take the matter in hand and appoint a Chairman in order to ensure the office being filled. This was the first departure from Jefferson's purely democratic form of government; and from 1828 up to the present the Visitors have continued to appoint the executive. I may mention, as a matter of interest, that there have been seventeen incumbents of the chairmanship, several of whom served more than one term, while the average length of the term of service was about five years.

" On several occasions the Visitors considered the advisability of electing a president: once during Mr. Jefferson's lifetime; again immediately after the Civil War; again just after our great fire; and, finally, about two years ago. On the three former occasions the weight and authority of Mr. Jefferson's expressed wishes upon the subject seem to have prevented the Visitors from taking a step which, to many of the warmest and wisest friends of the institution, appeared desirable. But recently, after renewed careful consideration of the matter, the Visitors decided that the time had come to create and fill the office.

" In many quarters the mistaken opinion has prevailed that this step was taken by the Visitors contrary to the desire of the Faculty. But it is a historical fact, vouched for by the records on the Faculty minute book, that in October, 1902, when the recent discussion with regard to the creation of the office of President had just begun, the Faculty adopted by an overwhelming majority a resolution recommending to the Visitors the creation of that office. I mention this fact in order to correct the erroneous opinion that the Faculty opposed the appointment of a president. The Faculty had long groaned under the difficulties and vexations which necessarily followed from referring to their whole body little business details, which elsewhere were expeditiously and satisfactorily disposed of by one man.

" That also is a mistaken opinion, which seems to have been held by some, that the Faculty were moved to recommend to the Visitors the creation of the office of President on account of some alarming decadent or atrophied condition which had declared itself in the University of late years. On the contrary, the opinion of the Faculty,—and, I suppose, to some extent, that of the Visitors,—that this University needs a president, was based in large measure upon the fact that the administrative affairs of the institution have so grown, both in scope and in complexity, within the last decade and a half, that a form of government practicable when the institution was younger, had proved too cumbersome to meet the altered conditions. As I have said, we do not consider that this University has been a victim of 'arrested development'; for, as a matter of fact, the number of students matriculated has more than doubled within the last fifteen years,—a record which compares favorably, I fancy, with that of any institution of about the same age and doing the same grade of work; moreover, the financial condition of the University has been steadily improving, and is better today than ever before; and, finally, with all reverence for our predecessors and their achievements, I do not hesitate to say that just as good work has been done here of late by professors and students as in the 'dear old days,' while the number of courses offered has been constantly increasing.

"I am not willing for you to imagine that our President comes to a university, the Faculty of which opposed the creation of his office, or to one in a moribund or retrogressive condition.

"The hour has now arrived when the office of Chairman of the Faculty ceases to exist. Even tonight it is not as Chairman that I appear before you. I consider myself highly honored that my colleagues of the Faculty have requested me to act on this occasion as their spokesman, and to voice to the best of my poor ability their sentiments of warm and hearty welcome to our President.

"It is not too much to say, sir, that our lives — the lives of the members of this Faculty — are bound up in the life of this University; that we are glad and proud to give to her, 'as it is also our bounden duty to do,' the utmost that we possess of strength or skill. Although the University, regarded as a piece of property, belongs to the whole State; and although the alumni, almost to a man, feel that, in a sense, the University belongs to them,— after all her interests are *identified* with our interests, and to safeguard her welfare and cherish her prestige must ever be the object of our most concentrated and consecrated endeavor.

"And now, sir, it only remains for me to deliver formally into your hands the administrative duties heretofore entrusted to the Faculty and Chairman, and to add the most earnest assurance, on the part of each member of the Faculty, that we receive you here as our President with every feeling of satisfaction and welcome. We beg also, individually and collectively, to assure you of our heartiest co-operation in all that you may undertake for the good of our beloved University, confident that under your wise and sympathetic leadership each future year will contribute to her glorious past, ever more and more, of influence and usefulness and renown."

ADDRESS OF ACCEPTANCE.

BY THE PRESIDENT.

*Mr. Rector, Gentlemen of the Board of Visitors and the Faculties,
Students of the University:*

I have heard with interest and with profound encouragement the words of welcome, of co-operation, and of counsel which have been spoken to me today. I shall weigh and heed them as words of wisdom and helpfulness. I accept this great office as one who takes on a great responsibility and opportunity, following the dear call of duty and service.

I searched my heart, as was proper for me to do, to try to find if this was indeed the task for me. I may claim, therefore, to come to

you after patient thought, with an honest purpose and a large desire for usefulness, unmoved, I believe, by small ambitions, unfretted by ill-will to any soul, and uninfluenced by any sort of fear or favor.

My eyes behold the difficulties, my self-knowledge informs me of a thousand shortcomings, my heart teaches me all the solemn meaning of this hour, and yet I undertake the task with something of that pride of toil and hope of achievement that warms the heart of the healthy man who goes forth under the clear sun to do the day's work honestly. I feel about me the strength of the faculties of this University, whose message delivered by their able representative I profoundly appreciate — a group of able, large-minded, unselfish men, who have lived the life of devotion to a cause. The most impressive thing to me about this University, or any university, is not its physical setting or its body of traditions, or its so-called spirit, but the unbroken stream of human devotion and love and service which generations of men have poured into it — from the great founder whose fading life it glorified and strengthened, to our colleagues and friends of today, whose hair has whitened in its service, but whose hearts have the deathless youth that comes to those who serve the young. Our virile democracy, with its peril of vulgar strength, has been refined and ennobled by the example of such men and by the spectacle of such institutions living on forever and never lacking such service. I come to you as the executive head of this University.

This office in America, and peculiarly here, is a new creation of modern needs and almost insuperably difficult to fill. There is a five-fold relation which a president must bear to boards and faculties, to students and society and scholarship, that makes demand upon his sympathy and his wisdom so widely variant as to render it impossible for him to act without error and without frequent criticism and charge of duplicity. It is commonly alleged against college presidents, for instance, that they are liars. I hope it is not wholly immodest in me to say this is a tolerably hasty generalization, like the famous one of the Psalmist's. A president can only avoid mistakes by cunningly doing nothing. If an institution would escape the stagnation, therefore, of a do-nothing president (*un président fainéant*) it must be willing to have patience with his errors. His chair, commonly thought of as the most staple piece of academic furniture, has been somewhere described as the "rocking-chair" and at times the "joggling board."

The conception of a president as an autocrat on the bridge is an error. He needs power and trust and confidence and liberty to carry out well-conceived plans. There is no place, however, for an autocrat in American education. Between the president and faculty a loyal, hearty, helpful relation should exist. If he depends on himself alone

he will do but little, and that little not very well. His opinions must gain their weight from their wisdom rather than from their source. His truest strength lies in the power to divine the value of others rather than in any power of his own of action or of speech. For him there must be the open mind, the sympathetic spirit, the patient temper, the sleepless eye; and his power should be commensurate with his responsibility.

I am conscious of the support and counsel of the Board of Visitors — eminent men of civic virtue and public spirit, who administer a noble trust without hope of gain to themselves save such large gain as comes to men who serve society in upbuilding ways.

I see before me the bright and ever-widening circle of alumni who have been made strong by *alma mater*. The alumni of this institution are the fruits of the tree. If it has any strength they are that strength. If it hopes for any power, these hopes centre in that circle. I see them grown strong and rich in city and country. I see them endowed with the wisdom of age and experience and strong with the strength of youth and hope. They shall be given a chance and put to the test for the sake of their spiritual mother.

Young gentlemen of the University, I thank you for your winning courtesy to me, and I believe that we shall be friends. I praise your admirable self-discipline and the spirit of manliness and candor that I am informed animates your life here. The most interesting thing in our national life to me is the American college boy. I have known him among the foothills of Carolina, by the banks of the Mississippi, and now shall know him among the Virginia hills. I have dealt with him from all the States. I think of him as a member of a race rather than of an institution. I shall wish to be a part of your lives—from your ideals to your sports, from your scholarly enthusiasms to your victorious shoutings. I shall wish to deal with you, as I may have wisdom, with sincerity and courtesy. The University exists for you, in the belief that here you may gain the power and the desire to strengthen yourself and to serve society. Your contribution to University power and reputation in undergraduate days is in abstinence from shiftlessness, self-indulgence, and disorder. Your gratitude to it and love for it when youth has cooled will come through a knowledge that such abstinence enabled you to gain the scholarly efficiency necessary to power in a democratic life. The South has something, believe me, precious and distinctive in manhood and character to contribute to American life. It shall be a subtle blend of the old spirit which did not know how to compromise and did know how to die for a faith, and the new spirit which looks at life with wide, clear, steady eyes, and which has been beaten by freer civic forces into finer and more

efficient form. In the sweet justice of God, you, and those like you, in our sister colleges, shall become of this mould, and it is for you to help us to make of this noble foundation the place of central importance in the historic out-working of this new type of personal culture and social efficiency.

A thousand schemes for social amelioration are afoot in the South, ranging from suffrage questions to the establishment of libraries. Let us make no patchwork job of it. A new kind of social spirit and social knowledge are needed to guide these movements. The South has become self-conscious and tolerant of criticism. It perceives society as an organism to be understood and taught the laws of growth.

And lastly, I feel about us the strength and sustenance of the Commonwealth of Virginia, and the co-operation and respect of institutions which, like us, are working to make men. I have come to make my home in Virginia and to spend my life here. One may do that with calm pride and confidence, for the past of Virginia stands clear and steadfast, and the present is an earnest and hopeful time. The day of large things has come into our national and state life. It was a stunting inheritance from days of trial and poverty that made us try in former days to achieve large ends with small means. This University is the supreme intellectual achievement of this Commonwealth. It has contributed to its progress, unity, patriotism, righteousness, and culture. It should be, and it will be, the highest satisfaction of the State to understand it, to sympathize with and to strengthen it, not as if it doled out charity, but as one increases his noblest investment. This is not the State that once lay beaten with the stripes of war and misrule. Wealth and power are here, and our great need as a people is to invest in education, not to scrimp and save.

This is not the time or place to outline any policy as the executive of this institution. My first duty is to study reverently and to know in my nerves and in my heart, as well as in my mind, the life of this organism which began its life here so grandly when the last century was young, which has had for leaders and servants the best blood and brains of the land, and which has received into its body and given out so splendid a line of American citizenship. This I shall do with the help of my colleagues, and then I shall count myself happy if I may become one of the splendid company of those who have served the University of Virginia faithfully in the continuity of its useful life.

This world will surely be commanded by those races and communities which bring to their work the resources of education plus native energy and capacity. Universities, therefore, are at the heart of the movement for control in the leadership of the world. This Southern land, for the republic's sake, needs a great, majestic, powerful

university — above all want and littleness — out of which should come the industrial power and patriotic scholarly-mindedness which our life demands. Democracy unsteadied by such forces is a generous fantasy. The great region south of the Potomac has not its share of such power, and its lack of it is impairing the homogeneity of the nation. The great movement of individual beneficence has all but passed us by. This is the spot for such a University and the building of such a great institution here would mean more to our social structure than any event since the passing of slavery.

This University does not belong to the Board or to the Faculty or to the President. It belongs to the people of this State and nation, high and low, rich and poor. It is not a caste, a fraternity, or a brotherhood, but an agent of society as completely public as the State Capitol. The gifts of founders and donors pass from them to the people as completely as a thrown stone leaves the thrower's hand. Its glory is service to society. Its strength is sustenance by society. We who administer, govern, and teach are the servants of the people. The University, therefore, can not be a dreamer or a seer, but must use common sense as men do in business, and be a social, regenerative force, reaching out into every hamlet and touching hopefully every citizen, so that the home, the village, the field, the shop, may see the University for what it is — an intellectual lighthouse, not alone for the few who trim its wicks and fill its lamps, but for all the uncharted craft adrift upon the sea.

Those who build universities must build them through the exercise of patience and energy and enthusiasm and industry and faith, and that large idealism which, through any murk, can still dream dreams and see visions. There is much acquaintance with hope deferred that maketh the heart sick. There are many grim and haggard days, and many nights of starless skies, but there is also the joy of constant association with vital and picturesque youth. There is the uplift of thought that comes of alliance with a large truth and a just cause. There is the knowledge that though we fail or fall, the cause will go marching on, and our souls will go marching on with it, having believed in it and given it service. There is the faith in the final rectitude of public impulse and the splendid ultimate victory.

You have summoned me, not to mark time, but to go forward. I shall do what I can. Let all who love the University, or the republic which it serves, work for the fulfilment of its high mission.

The Installation

The academic procession formed on The Lawn in the following order:

STUDENTS,

under Chief Marshal Ira Branch Johnson, grouped in classes under class marshals: Academic, W. W. Coxe; Medical, O. B. Patton; Law, W. O. Spates; Engineering, F. O. Richey.

The body thus formed moved down the centre of The Lawn, in twos, dividing into right and left columns at the Monroe statue, followed by the remainder of the procession in nine divisions in the order following, headed by the Herald, Mr. John Ashby Williams:—

FIRST DIVISION,

NATIONAL AND STATE OFFICIALS.

Marshals—MR. BUREFORD, MR. NELSON.

James Keith— <i>President Supreme Court of Appeals of Virginia.</i>	F. B. Hutton— <i>Judge Circuit Court, Abingdon.</i>
George M. Harrison— <i>Judge Supreme Court of Appeals of Virginia.</i>	John W. Price— <i>Judge Corporation Court, Bristol.</i>
William A. Anderson— <i>Attorney General of Virginia.</i>	John W. Woods— <i>Judge Corporation Court, Roanoke.</i>
L. O. Murray— <i>Assistant Secretary U. S. Department of Commerce and Labor.</i>	T. R. B. Wright— <i>Judge Circuit Court, Tappahannock.</i>
Herbert Putnam— <i>Librarian of Congress.</i>	William A. Bowles— <i>Virginia State Board of Education.</i>
John P. Kennedy— <i>Librarian Virginia State Library.</i>	E. C. Glass— <i>Virginia State Board of Education.</i>
Joseph W. Southall— <i>Virginia State Superintendent of Public Schools.</i>	John T. West— <i>Virginia State Board of Education.</i>
J. C. Boyd— <i>Medical Director U. S. Navy.</i>	F. P. Brent— <i>Secretary Virginia State Board of Education.</i>
	R. K. Campbell— <i>U. S. Department of Commerce and Labor.</i>

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|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| John C. Wise— <i>Medical Director</i>
<i>U. S. Navy.</i> | James B. Doherty— <i>Commissioner</i>
<i>Virginia State Bureau of Labor</i>
<i>and Industry.</i> |
| Jefferson Randolph Kean— <i>Surgeon</i>
<i>U. S. Army.</i> | G. W. Koerner— <i>Virginia State Com-</i>
<i>missioner of Agriculture.</i> |
| C. H. Sinclair— <i>U. S. Coast Survey.</i> | William B. Alwood— <i>U. S. Depart-</i>
<i>ment of Agriculture.</i> |
| A. M. Aiken— <i>Judge Corporation</i>
<i>Court of Danville.</i> | G. W. Olivier— <i>Mayor of Charlottes-</i>
<i>ville.</i> |
| Thomas W. Harrison— <i>Judge Cir-</i>
<i>cuit Court, Winchester.</i> | |

SECOND DIVISION.

NATIONAL AND STATE LEGISLATORS.

Marshals—MR. GRANT, MR. VINEY.

- | | |
|------------------------------------------------------------------------------|-----------------------------------------------------------|
| James Hay— <i>U. S. House of Repre-</i>
<i>sentatives.</i> | George S. Shackelford— <i>State Sen-</i>
<i>ator.</i> |
| Claude A. Swanson— <i>U. S. House of</i>
<i>Representatives.</i> | Ernest A. Gray— <i>House of Dele-</i>
<i>gates.</i> |
| John F. Ryan— <i>Speaker of the Vir-</i>
<i>ginia House of Delegates.</i> | William E. Howle— <i>House of Dele-</i>
<i>gates.</i> |
| J. Lawrence Campbell— <i>State Sena-</i>
<i>tor.</i> | Eugene Ould— <i>House of Delegates.</i> |
| John S. Chapman— <i>State Senator.</i> | James B. Pannill— <i>House of Dele-</i>
<i>gates.</i> |
| E. F. Cromwell— <i>State Senator.</i> | D. A. Slaughter— <i>House of Dele-</i>
<i>gates.</i> |
| M. J. Fulton— <i>State Senator.</i> | E. B. Thomasson— <i>House of Dele-</i>
<i>gates.</i> |
| Lewis H. Machen— <i>State Senator.</i> | W. A. Willeroy— <i>House of Dele-</i>
<i>gates.</i> |
| William Hodges Mann— <i>State Sen-</i>
<i>ator.</i> | Robert W. Withers— <i>House of Dele-</i>
<i>gates.</i> |
| John F. Rixey— <i>U. S. House of</i>
<i>Representatives.</i> | |

THIRD DIVISION.

CITY AND COUNTY SUPERINTENDENTS OF SCHOOLS IN VIRGINIA.

Marshals—MR. ROBERTS, MR. TIMBERLAKE.

- | | |
|-------------------------------------------|----------------------------------------------------------|
| James M. Beckham, <i>Culpeper County.</i> | George H. Hulvey, <i>Rockingham</i>
<i>County.</i> |
| N. B. Campbell, <i>Goochland County.</i> | George B. Jennings, <i>Greene County.</i> |
| R. A. Dobie, <i>Norfolk City.</i> | M. M. Lynch, <i>Winchester.</i> |
| William F. Fox, <i>Richmond City.</i> | D. L. Pulliam, <i>Manchester.</i> |
| Henry Maclin, <i>Mecklenburg County.</i> | F. H. Smith, <i>Staunton.</i> |
| W. C. Marshall, <i>Fauquier County.</i> | L. M. Smith, Jr., <i>Spottsylvania</i>
<i>County.</i> |
| O. B. Mears, <i>Northampton County.</i> | |
| E. O. Peale, <i>Augusta County.</i> | |

FOURTH DIVISION.

TEACHERS IN PUBLIC AND PRIVATE SCHOOLS.

Marshals MR. TAYLOR, MR. WAYLAND.

- | | |
|--------------------------------------------------------------------------|---------------------------------------------------------------------|
| W. R. Abbot, <i>Bellevue High School, Bellevue.</i> | E. P. Hobgood, <i>Oxford Seminary, Oxford, N. C.</i> |
| Miss L. A. Bangs, <i>National Cathedral School, Washington, D. C.</i> | William M. Kemper, <i>Bethel Military Academy, Bethel.</i> |
| L. M. Blackford, <i>Episcopal High School, Alexandria.</i> | John P. McGuire, Jr., <i>McGuire's University School, Richmond.</i> |
| W. W. Briggs, <i>Locust Dale Academy, Locust Dale.</i> | Robert L. Preston, <i>University School, Washington, D. C.</i> |
| Rev. James Cannon, Jr., <i>Blackstone Female Institute, Blackstone.</i> | Charles S. Roller, <i>Augusta Military Academy, Fort Defiance.</i> |
| M. Estes Cocke, <i>Hollins Institute, Hollins.</i> | E. Sumter Smith, <i>Randolph-Macon Academy, Bedford City.</i> |
| William H. Davis, <i>Randolph-Macon Institute, Danville.</i> | Rev. H. W. Tribble, <i>Raeclings Institute, Charlottesville.</i> |
| Miss M. P. Duval, <i>Virginia Female Institute, Staunton.</i> | R. S. Walker, <i>Woodberry Forest School, Orange.</i> |
| Berkeley M. Fontaine, <i>Episcopal High School, Alexandria.</i> | C. B. Wallace, <i>University School, Nashville, Tenn.</i> |
| Miss Mattie P. Harris, <i>Virginia College, Roanoke.</i> | Miss E. C. Weimar, <i>Mary Baldwin Seminary, Staunton.</i> |
| J. W. Lane, <i>Charlottesville High School.</i> | Hampden Wilson, <i>Cluster Springs Academy, Black Walnut.</i> |
| Edmund Harrison, <i>Hopkinsville Female Institute, Hopkinsville, Ky.</i> | |

FIFTH DIVISION.

REPRESENTATIVES OF EDUCATIONAL AND SCIENTIFIC SOCIETIES AND OF THE LEARNED PROFESSIONS.

Marshals—MR. KEPNER, MR. SIMPSON, MR. STONE, MR. WATTERS.

- | | |
|-------------------------|------------------------|
| Dr. Lyman Abbott, | Mr. Albert Shaw, |
| Mr. Shepard Barclay, | Mr. Edward M. Shepard, |
| Dr. R. A. Brock, | Mr. Samuel Spencer, |
| Mr. Roscoe C. E. Brown, | Mr. Melville E. Stone, |
| Mr. Wallace Buttrick, | Mr. John S. Wise, |
| Mr. Julian S. Carr, | Rev. George E. Booker, |
| Dr. L. T. Chamberlain, | Rev. Timothy Crowe, |
| Dr. W. M. Clark, | Rev. W. M. Forrest, |

Mr. Moncure D. Conway,	Rev. Otis W. Glazebrook,
Mr. Jefferson Randolph Coolidge,	Rev. Edward Valentine Jones,
Mr. L. A. Coulter,	Rev. John William Jones,
Mr. J. Taylor Ellyson,	Rev. Arthur B. Kinsolving,
Dr. E. R. L. Gould,	Rev. W. W. Lear,
Dr. William R. Huntington,	Rev. Harry B. Lee,
Dr. Percy Stickney Grant,	Rev. Frederick W. Neve,
Mr. James H. Lindsay,	Rev. James D. Paxton,
Mr. Samuel McCune Lindsay,	Rev. G. L. Petrie,
Dr. Randolph H. McKim,	Rev. E. H. Rowe,
Mr. V. Everit Macy,	Rev. William N. Scott,
Mr. William H. Maxwell,	Rev. John W. Stagg,
Mr. Edgar Gardner Murphy,	Rev. George Braxton Taylor,
Mr. Henry S. Pancoast,	Rev. Charles R. Sine,
Mr. George Foster Peabody,	Rev. John B. Turpin,
Mr. Paul J. Pelz,	Rev. William C. White,
Mr. John B. Pine,	Rev. R. J. Willingham,
Mr. L. S. Rowe,	Rev. A. B. Woodfin,
Mr. William Jay Schieffelin,	Rev. Charles A. Young.

SIXTH DIVISION.

REPRESENTATIVES OF UNIVERSITIES AND COLLEGES.

Marshals—MR. WALKER, DR. POLLARD, MR. WEBB, DR. ROGERS.

Harvard University—	University of Vermont—
Prof. Archibald C. Coolidge,	Hon. George G. Benedict.
Prof. Francis G. Peabody.	University of Georgia—
College of William and Mary—	Chancellor Walter B. Hill.
President Lyon G. Tyler,	U. S. Military Academy—
Prof. Charles E. Bishop,	Lieut.-Col. Chas. P. Echols.
Prof. Bruce R. Payne.	South Carolina College—
Yale University—	Prof. Edward S. Joynes.
Prof. H. W. Farnam (Faculty),	Columbian University—
Rev. J. W. Cooper, D. D. (Cor-	President Charles W. Needham.
poration).	Theological Seminary of Virginia—
Princeton University—	Prof. Samuel A. Wallace, D. D.,
Prof. E. O. Lovett.	Prof. R. K. Massie.
Washington and Lee University—	Trinity College—
President George H. Denny,	Col. R. W. Huntington.
Prof. James W. Kern.	Jefferson Medical College -
University of Pennsylvania—	Dean James W. Holland, M. D.
Dean J. H. Penningan.	University of Toronto—
Columbia University—	Rev. George Cooper.
Pres. Nicholas Murray Butler,	Wesleyan University—
Dean James E. Russell.	Prof. Robert H. Fife.

- Brown University—
 Mr. Henry K. Porter,
 Prof. William MacDonald,
 Mr. George P. Winship.
 Dartmouth College—
 President Wm. J. Tucker.
 Hampden-Sidney College—
 Prof. Henry C. Brock.
 Georgetown University—
 Rev. Jerome Dougherty,
 Rev. Henry A. Judge.
 Williams College—
 President Henry Hopkins.
 University of Tennessee—
 Prof. C. D. Schmitt.
 University of North Carolina—
 Pres. Francis P. Venable,
 Prof. C. Alphonzo Smith.
 Union Theological Seminary—
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 Emory and Henry College—
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 Prof. Hunter Pendleton.
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 College of the City of New York—
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 University of Mississippi—
 Chancellor Robert B. Fulton.
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 J. C. Bloodgood, M. D.,
 Prof. Wm. H. Hobbs.
 Medical College of Virginia—
 Dr. George Ben Johnston.
 Roanoke College—
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 President Thomas F. Holgate.
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 President Thomas Fell.
 Long Island College Hospital—
 Dr. Joseph H. Raymond.
 Randolph-Macon College—
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 Richmond College—
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 Tulane University—
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 Davidson College—
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 University of Michigan—
 President James B. Angell.
 Mount Holyoke College—
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 Prof. Edgar Dawson.
 West Virginia University—
 President D. B. Purinton.
 Cornell University—
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 Vice-Chancellor B. Lawton Wiggins.
 Ohio State University—
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 Prof. George Petrie.
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 President H. B. Frissell.
 Syracuse University—
 Prof. Morris P. Tilley.
 Virginia Polytechnic Institute—
 Prof. T. P. Campbell,
 Prof. J. E. Williams.
 Smith College—
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 University of Cincinnati—
 Prof. Harris Hancock.
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 Johns Hopkins University—
 President Ira Remsen,
 Prof. J. C. Ballagh,
 Dr. Howard A. Kelly,
 Dr. Hugh H. Young.

University of Kentucky—	State Female Normal School—
Judge Lyman Chalkley,	President J. L. Jarman.
Prof. Thomas B. McCartney, Jr.	State Normal College of North Carolina—
Washington University—	President Charles D. McIver.
President W. S. Chaplin.	Bridgewater College—
Massachusetts Institute of Technology—	President Walter B. Yount.
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Prof. Gaetano Lanza.	Prof. W. F. Massey.
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Dean Laura D. Gill.	
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President W. W. Smith.	

SEVENTH DIVISION.

THE FACULTY OF THE UNIVERSITY.

Marshals—ADJUNCT PROFESSOR FAULKNER, ADJUNCT PROFESSOR FLIPPIN.

Francis Henry Smith,	John Staige Davis,
William Elisha Peters,	Raleigh Colston Minor,
Noah Knowles Davis,	Richard Henry Wilson,
William Morris Fontaine,	James Morris Page,
Ormond Stone,	Thomas Fitzhugh,
William Mynn Thornton,	William Alexander Lambeth,
Francis Perry Dunnington,	William Harrison Faulkner,
John William Mallet,	James Carroll Flippin,
Milton Wylie Humphreys,	Lewis Littlepage Holladay,
Albert Henry Tuttle,	William Jackson Humphreys,
Paul Brandon Barringer,	Edward May Magruder,
Charles William Kent,	William Mann Randolph,
William Minor Life,	James Hamilton Browning,
William Gay Christian,	Charles Scott Venable,
Augustus Harper Buckmaster,	Halstead Shipman Hedges,
James Albert Harrison,	William Douglas Macon,
William Holding Echols,	Robert Henning Webb,
Richard Heath Dabney,	James Thomas Walker.
Charles Alfred Graves,	

EIGHTH DIVISION.

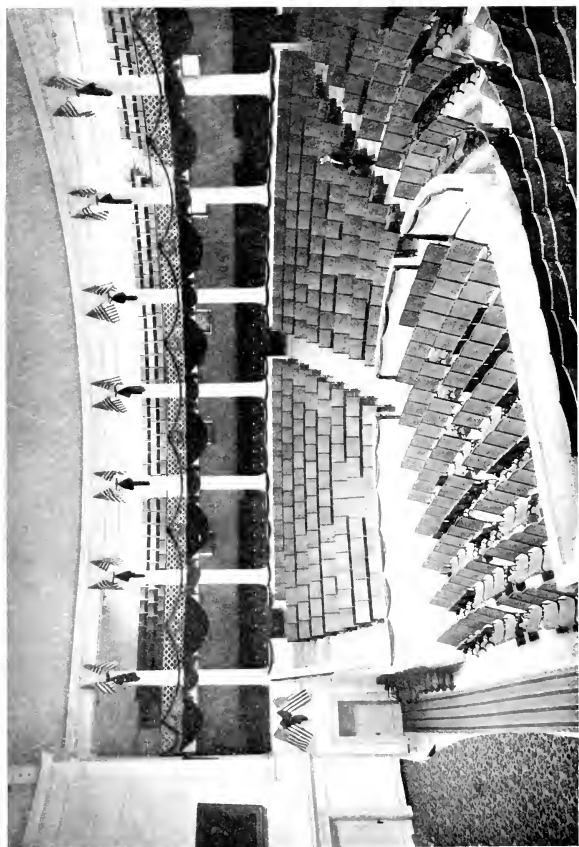
VISITORS AND OFFICERS OF THE UNIVERSITY, EX VISITORS,
THE MILLER BOARD OF TRUST.*Marshals*—PROFESSOR STONE, PROFESSOR GRAVES.Henry H. Downing,
Carter Glass,
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Thomas H. Carter,

John S. Patton,
Howard Winston.Joseph Bryan,
Armistead C. Gordon,
Henry C. Stuart,
R. W. Martin,
Micajah Woods,A. B. Chandler,
Mason Gordon,
Marshall McCormick,
L. R. Watts.John M. White,
John B. Moon,
Joseph Wilmer,
Channing M. Bolton,George Perkins,
Charles E. Nawter,
George W. Morris,
R. T. W. Duke, Jr.

NINTH DIVISION.

SPEAKERS OF THE DAY AND OTHER SPECIAL GUESTS, THE
GOVERNOR OF VIRGINIA, THE RECTOR OF THE
UNIVERSITY, THE PRESIDENT OF THE
UNIVERSITY.*Marshals*—DEAN CHRISTIAN, DEAN DABNEY.Rev. Richard D. Smart,
Epworth Church, Norfolk.
Archibald Cary Coolidge,
Professor Harvard University.
Walter Barnard Hill,
Chancellor University of Georgia.
Francis Henry Smith,
Professor University of Virginia.
Robert Glenn,
Governor of North Carolina.
John Warwick Daniel,
United States Senator.
Andrew Jackson Montague,
Governor of Virginia.
Rev. Samuel C. Mitchell,
Professor Richmond College.Nicholas Murray Butler,
President Columbia University.
Richard Henry Jesse,
President University of Missouri.
Robert Curtis Ogden,
President Southern Educational
Board.
James Pinckney Harrison,
Vice-President General Alumni
Association.
Thomas Staples Martin,
United States Senator.
Charles Pinckney Jones,
Rector of the University.
Edwin Anderson Alderman,
President of the University.



PUBLIC HALL, ACADEMIC BUILDING — SCENE OF THE INSTALLATION.

Exercises in the Public Hall, Academic Building.

INVOCATION.

BY THE REV. RICHARD D. SMART, D. D.,
NORFOLK, VA.

Almighty God, our heavenly Father, from everlasting to everlasting Thou art God, high over all, blessed for evermore. We acknowledge Thee as the source of all life and light and truth, so that it is in Thee that we live and move and have our being. We pray that Thou wilt graciously smile upon us as we are here assembled in the interest of higher education and of the highest development of the best that is in us. We thank Thee for this institution of learning. We thank Thee for the wise men of old who laid its foundations broad and deep and well. We thank Thee for the work it has accomplished, for the high ideals it has ever held up before the people, and for the many illustrious sons who, having gone forth from its walls into all the walks of life, have rendered high and helpful service to mankind. And now, O Lord, as this day marks a new departure in the history of this institution, we invoke Thy special blessings upon it. May its friends far and near rally to its support as never before. May its equipment for the work required of it in the century upon which we are now entering be large and ample. Bless the great Commonwealth that fosters it; the Board of Visitors that controls it; the officers and teachers who serve it; and the students who from time to time may seek instruction within its walls. May they not only have their intellects disciplined and their minds well stored with useful information, but may they also imbibe those nobler lessons of virtue and of truth that shall make them wise unto salvation. Especially do we invoke Thy blessings, O Lord, upon Thy servant who has been called to preside over the destinies of this University. In the discharge of the responsible and delicate duties of this newly created office vouchsafe unto him that wisdom which cometh down from above and is profitable

to direct. And so may this institution, in a larger sense than ever before, be a fountain the streams of which shall roll on broad and deep and pure down through many generations, blessing children yet unborn. These things we ask in His name, who hath taught us when we pray to say, Our Father, etc.

INDUCTION OF THE PRESIDENT.

BY THE RECTOR, CHARLES PINCKNEY JONES,
MONTEREY, VA.

MR. PRESIDENT, LADIES AND GENTLEMEN:—A growing public sentiment in favor of a change in the government of this University caused the General Assembly of the Commonwealth to impose upon the Rector and Visitors, as the governing body, the duty of electing a president. This sentiment was based on the loyalty and devotion to the best interests of the University of all her friends; and the Board of Visitors, after patient and anxious thought on the subject, finally concluded the duty assigned it by the election of Dr. Edwin Anderson Alderman to the high and responsible trust. We are therefore met, on this anniversary of the birth of our great founder, to formally inaugurate this change in our government, and induct Dr. Alderman into office as our first President.

To the alumni and friends of the institution who know the mode in which the government has been administered in the past through a Chairman of the Faculty, the change possesses much significance. After following the plan of Mr. Jefferson for three-quarters of a century, we have come to depart from that feature of our educational government inaugurated by him, and to fall in line with our sister universities in this respect, so that in the future we will have a single head devoted to the service of education and with more time to give to special interests than could possibly have been given by the Chairman of the Faculty. And while we are carrying into effect this change, we are doing so with the hope that the office will be so administered as to depart as little as may be from the constitution of Mr. Jefferson, and with the confident assurance that it will be so administered as to change in no respect the unwritten law of honesty and truthfulness, which are leading, and, it may be said, fundamental features of our government. And may we not believe that the change now made would have been sanctioned by Mr. Jefferson under conditions as they now exist?

It only remains for me, sir, acting for the Board of Visitors, to declare you the President of the University of Virginia, and to deliver you its charter, and to pledge to you the heartiest support that the Board of Visitors can give you.

You will now receive your oath of office: "Do you solemnly swear that you will faithfully discharge and perform all the duties incumbent upon you as President of the University of Virginia, according to the best of your ability, so help you God?"

The President: "I do."

I accept the presidency of this University, Mr. Rector, with humility and yet with pride. Sustained and strengthened by the counsel and co-operation of the Board of Visitors, of my colleagues of the Faculty, of the sons of this University, and of good citizens everywhere, I undertake this task with hope and courage. To obey its statutes; to respect its ancient spirit; to maintain its lofty ideals; to seek with patience the laws of its growth; to give to its service, with gladness, whatever strength I have. All this I shall seek to do. By God's help, I will.

ADDRESSES.

FOR VIRGINIA AND HER OTHER INSTITUTIONS.

BY GOVERNOR ANDREW JACKSON MONTAGUE.

Mr. President, Rector of the University, and Visitors:

In the stir of expectancy which greets this occasion, and the exulting confidence with which we look in the future, we can not forget the deeds and traditions of this institution and the purposes for which it was founded. The Father of this University contributed more fully than any statesman of his day and generation to the educational needs of a republic. He devised this school, not for subjects of a king, but for citizens of a republic. He believed a government resting upon the people is a house built upon sand unless freedom is vitalized by intelligence, and exercised with a sober sense of responsibility. This institution, as Jefferson wrought it out in his wisdom and affection, was the culmination of a system of public education and intended to be an inspiration of democratic ideals and a constant stimulus to the loftiest aspirations for culture and science.

Accordingly Mr. Jefferson appealed to the people for this University, and by their authority and resource were form and substance given to this undertaking. This school lives off the State, but it also lives for the State; and while we must be careful of what we get from the people, we must be more eager about that which we give back to the people. We must demand that this agency of the people, as it grows in new power and strength, shall also grow in service to the people of the land. We must place her hand in maternal touch with the common schools of our land, thereby energizing all the forces that

make for popular enlightenment. These primary schools should know that in the halls of this University are lights of guidance for them, and in her chairs are fathers and friends of all forms of education. We must ask her to set herself anew to the democratization of education in order that an equality of opportunity shall come to every child who would know and serve his day and generation.

Assuming as of right the leadership in our Commonwealth, she should do so in affectionate co-operation with all other educational institutions, public and private, thus strengthening and ennobling the spirit of culture, and unifying the forces of education. For only in so far as this University renders itself necessary to the people, and complementary to all other educational interests of the State, will it fulfil the ampler purposes of its founder; for the attachment of the people and the affections of sister institutions are among the chief assets in the endowment of any great university.

So today we would recall her traditions that we may thereby consecrate ourselves anew to the purposes of her foundation, and as her devoted children in the hour of her buoyant strength we come to bring whatsoever we have of energy and wisdom for the promotion of her growth and the extension of her influence in the republic of culture and in the democracy of love and law.

FOR THE FACULTY.

BY PROFESSOR FRANCIS HENRY SMITH.

It has perhaps been observed that Virginians from this section, when speaking in public — whatever their theme may be — rarely close without swerving toward Monticello and circulating about Thomas Jefferson. That eminent man reminds us of a giant planet that captures every comet and meteor which dashes into its sphere.

Surely, however, on this day and at this place, it is natural that our thoughts should turn to him of whom our countrymen everywhere are thinking. A few years since, one of my colleagues at a Faculty meeting said that, in all but the name, Mr. Jefferson was President of the University of Virginia. Indeed, it looks so. From his aerie on yonder mountain he watched the progress of these buildings. In a room near by is the telescope he is said to have used. If he saw anything wrong, tradition says, a gallop of twenty minutes brought him to the spot. He searched this and other lands for his Faculty, inviting Ticknor from Boston, Cooper from Charleston, and, I believe, Priestley from Pennsylvania. He maintained close personal and social relations with the professors and leading students. He conducted the University's correspondence with learned men like Dupont, of Dela-

ware, and Barlow, of Woolwich. He was mediator between the University and the Legislature and people of Virginia.

After an interval of eighty years, it seemed wise to the General Assembly and to the alumni, to the Board of Visitors and to the Faculty, that the University should again have a leader, with nothing to do but to lead. Virginia could offer no higher honor to any man than to invite him to succeed her great son. The office of President was created, and the Board, after two years of patient search, selected for its first occupant a son of the South, devoted to the South, and at the same time an American with sympathies as broad as our great land. After a pleasant association with him for six months, filled with new inspiration and hope, the Faculty heartily and unanimously ratifies the selection of the Board.

On this impressive occasion the Faculty might offer many subjects of congratulation. Time allows us only to mention two.

In the first place, the Faculty congratulates the University and you, Mr. President, that you do not come to us to take charge of a sickly or dying institution. They rejoice, as you rejoice, that Virginia has not called you here to raise the dead. If the testimony of one who has been here for many years, and has known the University in the old days and now in the new days, may be received, the institution had never been in a more vigorous condition than on that bright day when you came to us. Her Faculty and students were more than doubled in number. Her halls were filled with a company of young men who, in manliness, loyalty to truth and honor, devotion to and success in study, were not unworthy successors of those fine fellows, often their fathers and grandfathers, who brightened these arcades fifty years ago. Our equipment in libraries, apparatus, laboratories, and buildings generally was better than ever; more than all this the University had a larger number of devoted alumni and was nearer to the people of Virginia than ever before. In the promising future and the enlarged possibilities which your coming, Mr. President, has opened to us, may we not rejoice with you that you head a column whose faces are already turned toward the morning?

In the second place, the Faculty would congratulate the University, and yourself, that you come from North Carolina. Our hearts grow a little warmer at the mention of a name with which Virginia has been bound in many tender memories. These two States have, side by side, passed through bright days and dark days. Virginia sacredly keeps the dust of many of Carolina's brave boys, and her living sons fill places of honor and trust among us to our great advantage. We are proud of her grand mountains, her noble forests, her sparkling rivers, and broad savannahs, possessed by a people worthy

of so beautiful a home — a gallant race, and one which has ever been among the foremost in peace and in war. We remember that within her borders was born the first white child of this great land, and, as was fitting in what was to be a Southern State, that child was a girl, and her name was Virginia. North Carolina, like Massachusetts, was then a part of Virginia. May they always be united in feeling and in friendship, if not in name. In 1728 Colonel William Byrd drew what he called "the dividing line between Virginia and North Carolina." If that dividing line exists today except as a geographical fiction, may your coming to us help to obliterate it finally and forever.

It only remains to say, Mr. President, that with regard to the future the Faculty, I am sure, will promise you two things, both of which they believe to be dear to your heart.

In the first place, they promise to maintain at its old level and standard the faithful work done in these lecture rooms. They know that this quiet, unostentatious labor does not arrest the public eye, but they believe that it is their chief business here. Not more surely do the architectural glories of a great building rest upon and owe their permanency to the courses of masonry hidden out of sight below the soil, than do the rank and fame of this University depend at last upon the good work done day by day in her classrooms. How dreary is this daily grind to a teacher who is only a hireling; but to him who values aright the privilege and responsibility of molding these young lives, the dull routine loses its tedium and becomes divine. The Faculty promise you that this prime part of their duty, including interest in all that goes to make up our internal life, shall be loyally performed.

They recognize, however, that a new day has arisen upon our land, and that an American university is no longer a local institution, but an important factor in our national life. Universities were once cloisters, beautiful within, but frowning without, training their members away from and not into society. Now their quadrangles are open to the light and air; and the pulses of the national life invade and thrill all their recesses. The universities of our country belong to a real union, though with an unwritten constitution. What happens to one concerns all. When a fire sweeps away all that fire can destroy, messages of sympathy and offers of help burden every mail. Fifty years ago such a scene as this around us now was unknown. The Faculty feels that in this modern extension of a university's external relations and duties you will have a burden upon you almost too great for any man. They respectfully offer you such co-operation within their ability as you may honor them by requesting.

In conclusion, the Faculty express to you, Mr. President, the hope, rising to a prayer, that your future leadership may be as successful as the beginning of it has been auspicious.

FOR THE ALUMNI.

BY SENATOR THOMAS STAPLES MARTIN,
SCOTTSVILLE, VA.

Ladies and Gentlemen:

On behalf of the alumni, commissioned so to do by the Executive Committee of the General Association of Alumni, the honor has devolved upon me to say a few words on this interesting occasion. Since the formal opening of this University on the 7th day of March, 1825, no event has occurred in its history of equal importance with that event which brings this assembly here on this occasion. Ancient systems and usages have my greatest respect, especially systems and usages which have wrought such great good as has been wrought by those systems and by the usages prevailing in this institution. I believe, however, in government and in progress. Speaking for myself and for the alumni of this institution, I welcome the important and radical innovation which has been made; welcome the office of president. We welcome to that office the able, scholarly and distinguished educator who has been chosen by the Rector and the Board of Visitors of this institution to preside over the destinies of an institution, the founding of which constituted the third greatest achievement of the greatest of all Americans.

Thomas Jefferson, it is true, did not give to this University a president; perhaps his hostility to the idea of the centralization of too much power in one individual influenced him against that idea. Frequently we hear it said that Thomas Jefferson was opposed to a president of the University of Virginia. I have been unable to find anything in the utterances of Thomas Jefferson justifying the belief that he had reached a deliberate conclusion that there should be no president for this institution.

In April, 1826, the Board of Visitors elected William Wirt to be the President of the University, providing in the resolution that if William Wirt did not accept the office that the action of the Board establishing the office should be null and void. Mr. Jefferson entered upon the minute book on that occasion his objection to a president of this University at that time. He based his objection on four distinct grounds:

First — He stated that he did not believe, under existing law, that the Board of Visitors had the power to elect a president;

Second — He stated that the financial condition of the University was such that it was not financially able to pay the salary of a president;

Third — He stated that the duties of a president, such duties as

were assigned to the president by the then made enactment, were at that time being satisfactorily performed without a president ;

(I have a verbatim copy of what Mr. Jefferson wrote on that occasion on the minute book of the Board.)

Fourth — He objected on the ground that there was not a full Board in attendance, only seven of the nine members being present.

Now, I respectfully submit that there is not to be found in this paper of Mr. Jefferson's anything justifying this statement that he was opposed, *per se*, to a president for this institution. What he stated will be well expressed by the last paragraph in what he himself at the time wrote, after having assigned the four reasons I have mentioned.

Certainly it might have been inexpedient at that time, under existing conditions, to elect a president, and yet the man who considered it inexpedient at that time under those conditions need not have come to a deliberate conclusion that a man should not at any time become the president to preside over the destinies of this great institution.

I revert to this memorandum made by Mr. Jefferson, not that I would feel that the governing body of this institution at that time should be restrained from doing what was good for this institution because Mr. Jefferson in 1826 thought otherwise, for my reverence for this man is such that it is a pleasing duty to me to do all I can to demonstrate that the action taken would have had his approval.

While Mr. Jefferson did not give to this University a president, he breathed into its organism and life principles that have lived and grown with the life and growth of the institution : — The principle of individual liberty, of individual responsibility, the principle of freedom, the principle of equality, of right, and of opportunity. These principles all entered into the organization of this University from the very hour of its birth. As the power invested in a president of the United States is no menace to the sovereignty of the several States composing this Union, so the existence of a president to preside over this institution is no menace to the independence of the several schools constituting this great University. As the power of a president exercised under a written constitution is no menace to the rights of the individual American citizen, so, I may say, the powers of a president at this University need not infringe, and will not infringe, upon the free exercise of individuality, of responsibility by every student who may enter the walls of this University. But Mr. Jefferson gave to this institution one great characteristic to which I must briefly allude. It is perhaps the most distinguished characteristic of all others connected with the University ; — that is, the honor system. Honor in

the classroom, honor in the examination room, honor in the daily associations of life has been the foundation principle which has guided and directed the students from the very day this institution was founded. This has grown, and out of it an *esprit de corps* as high and as grand as can well be conceived of; and in turning over this University to the control of the newly elected President, and in extending to that President the cordial co-operation and support of the alumni from one end of this land to another, I can not refrain from saying in the name of the alumni everywhere, to our distinguished President, that these principles which were breathed into this institution by its illustrious founder we confide to him with the earnest hope that they may be accentuated and never diminished.

In conclusion, ladies and gentlemen, as the Board of Visitors have pledged to the President support and co-operation, and as the Faculty have in like manner set themselves to what they have done in the past—for development, growth and prosperity of our *alma mater*, so I say to the alumni, as one man, may they rally round the President and sustain him in all his efforts to make this great University even greater than it is now.

FOR SISTER UNIVERSITIES OF THE EAST.

BY PROFESSOR ARCHIBALD CARY COOLIDGE, OF HARVARD.

Ladies and Gentlemen:

You have been listening to the words of your nearer brethren, to the Governor of the State, the representatives of the Faculty and of the alumni of your own University. They have dwelt in eloquent tones on the loftiness of her ideals, on the nobility of her achievement, and on the manifold service which she has rendered to this State, to the South, to the whole country. But the voices that should testify in her praise are not merely those of her own children. Her name is known far and wide, and her influence has affected many who have had no claim to direct connection with her. It is meet, therefore, that on an occasion like the present, the sister universities from near and far should send their message of good-will and rejoicing; and to me has fallen the high honor of being the first to speak in a greeting in the name of the universities of the East, many of which are among the oldest in the land. It is true that I am but the insufficient substitute of the man who more fittingly than any other could convey to you this greeting. I would that it might reach you from the lips of President Eliot, of Harvard, whose own character and position would give additional weight to the words. For more than thirty years he has guided and directed the institution committed to his care; he has met

with bitter opposition as well as unsparing criticism; he has changed methods whose value time appeared to have consecrated; he has risked experiments that were pronounced the height of rashness. And now that he has won the day, that his place is assured among the foremost names in the history of American education, it is he that should be here to declare what not only Harvard, but all our Eastern universities feel about their sister of Virginia. Unavoidable absence in Europe has prevented him from appearing in your midst; still much as this is to be regretted, at least it has the advantage that I can bear witness with a freedom that would be impossible for him as to what can be accomplished by the right college president, what a power for good he may be in the community, and how much he can add to the strength of his institution, be it ever so much attached to the methods under which it has long prospered, be it ever so justly proud of its traditions.

Even to the University of Virginia time brings its necessary revolutions. The truth is eternal, but the ways in which it should be taught may vary from age to age, and no system is so sanctified by its triumphs in the past as to be beyond the need of change to meet changed conditions in the future. You have recognized that the moment has come when without sacrificing any of that spirit which has made your University what she is, it has been deemed best to modify her organization, to centralize her control, and to add to her executive efficiency, so that she may still better play her part in molding the thought of this rapidly growing nation. At this crucial point in her destinies it befits her sister universities to wish her God-speed. Speaking in the name of those of the East, I can assure you that we have not failed to appreciate what she has achieved and what she represents today.

More than a generation before the University of Virginia was founded, Yale and Harvard had already shown their estimation of the man that was to be her founder by conferring upon him their degrees of Doctor of Laws, the highest honor which it was in their power to bestow. Many years afterwards, in 1819, Mr. George Ticknor, the well-known historian of Spanish literature, then teaching in Cambridge, wrote to Mr. Jefferson about his favorite project, as follows: "I rejoice in it, not only disinterestedly, as a means of promoting knowledge and happiness, but selfishly, as the means of exciting by powerful and dangerous rivalry the emulation of our college at the North." * * * And in our colleges we can echo these words to this hour.

All our universities are striving with limited resources to do great things. Each in her own way is following out her ideals and trying to the best of her abilities to train her children and to inspire them to

live for something higher than themselves. In this community of effort each has taken her share and has deserved our gratitude. In the minds of her sisters, the University of Virginia has particularly stood for two principles, one of them academic, though based partly on moral grounds, the other moral alone.

At the present day what is termed the elective system of studies has found its way in one form or another into most of our higher institutions of learning; it has begun to penetrate into the schools, and it has almost threatened the kindergartens. This liberty of choice, which at times can degenerate into license, has now become an educational commonplace. We argue about the question of more or less, of the applicability of the system under a given set of circumstances, of the measures that shall ensure its more judicious use. But the idea has lost all novelty for us. People no longer even stop to ask where it came from. And yet, when eighty years ago the University of Virginia was founded on a basis broader than that of any other college in the country, the elective system, which you alone at that early day dared to introduce, was, indeed, a startling innovation, one that long could find but few imitators. Verily, it must have caused much shaking of the head among the wisacres, who believed that for a path to be straight it must be narrow, and that the way of learning which they had followed themselves was the only proper one along which to guide the footsteps of others. Time has vindicated your wisdom and the foresight of your founder. The principle for which you contended has become a common heritage. You have shown that a broad road to knowledge need not be an easy one, for you have kept your standards so high that you have discouraged many an applicant who would gladly have won your degree if it could have been obtained at any other cost than that of long and patient toil. All this we of the sister universities appreciate — perhaps not without jealousy.

There is, moreover, another principle which we who live at a distance associate with the University of Virginia. High as she has put knowledge as her ideal, she has put something else higher still. She has recognized from the beginning that her institution which has charge of youth, to mold them for after life, fulfils but a part of its duty if it ministers merely to their intellects. The distinguishing mark of its graduates should be not only learning, but character. That they should be gentlemen before the scholars. This truth, which in our modern striving for efficiency sometimes appears to be dropping into the background, has never been forgotten here.

Who is there in the United States who knows of the University of Virginia and does not think of her as the home of the honor system, the priceless possession of which others may well be envious? To

you it seems as natural as the air you breathe. To those less fortunate in this respect it remains, even if different conditions make it difficult of attainment, an ideal, an encouragement towards a better state of things in the future. This is well, for never in our history has there been a greater need of a steadfast maintenance of the principles of character for which you have stood with such noble results. In this day of triumphant materialism, when faiths are rambling and nothing goes unquestioned, when success at any price is the one achievement that seems to appeal to a large portion of the community, when consciences are weakened by casuistry, when simplicity is looked upon as foolishness, and when the almighty dollar tends openly or insidiously to enslave us all, may the University of Virginia with an ever-enlarged sphere of influence stand as she always has stood for the principle of the Scotch poet, "The man's the gold for all that."

FOR SISTER UNIVERSITIES OF THE NORTH.

BY PRESIDENT NICHOLAS MURRAY BUTLER, OF COLUMBIA.

Ladies and Gentlemen:

One of the most charming of the shorter dialogues of Plato has for its subject friendship. After subtle and amusing discussions, you will remember, Socrates and his two young friends profess themselves unable to discover what is a friend! If fools may rush in where angels fear to tread, shall we not say that intimate association, complete confidence, and intellectual sympathy are the sure basis of friendship between men? Then are we met today — some of us, I know, many of us, no doubt — to hail a friend, to bid him God-speed, and to stand at his side while he publicly consecrates himself to the service of an ideal. And than that ideal there is none loftier or more noble. It is the service of truth and of mankind, surrounded by all the uplift, all the vigor, and all the opportunity of our American democracy.

The human brain has conceived no finer career than that offered by a university in a democracy. No longer do universities, however beautiful their fabric, content themselves with "whispering from their towers the last enchantments of the Middle Age," for they must busily explain to a new age the manifold enchantments of its own making. No longer do universities, however ancient their traditions, carefully shun the practical, for they must ceaselessly teach that the truly practical is but the embodiment of those everlasting principles which have been since the world began. The shackles, too, are gone — the shackles theologic, the shackles philosophic, the shackles scientific. The truth *has* made us free.

Our political liberty and our university freedom grew up side by

side. The same promptings of the spirit that brought to pass the one gave us also the other. It is worth minding, too, that it was not blind passion, not untamed and reckless force, but reflective thought that sowed the seeds of both. Moreover, political liberty and university freedom have this in common—the making of men. Tyranny and censored thinking may conceivably make a man or two now and then, but they could never make men. And men, real men, with disciplined minds, with finely formed and tempered characters, with the power to grow by serving, are the best product of the ages; for with our political liberty and our universities does freedom exist.

Consider for a moment what it is that our democracy demands of its universities. It demands a detachment which judges fairly without an aloofness that fails to sympathize. It demands a progressiveness which presses forward without a pace that leaves appreciation breathless. It demands a scholarship which is solid and sure without a pedantry that is sterile and suffocating. It demands a historic sense which interprets the present by the past, without an ancestor-worship that bows the head in contemplative awe. It demands a catholicity of spirit which bars no excellence without a superficial sentimentality that stops short of having convictions. Out of these elements is the atmosphere of a university compounded—detachment, progressiveness, scholarship, historic sense, catholicity. Is it possible for a democracy to pay too much honor to its universities? What life is better than a life which helps a university on its way?

It is trite to say that universities are among the oldest of human institutions, yet it is worth repeating now and then. Universities are older than parliamentary government, older even than our familiar spoken tongues; they are but a little younger than the Roman law and the Roman Church. Stately, then, they are, and wise with watching many men and many moods, as well as useful and skilful, too, both to inquire and to teach. In the beginning the universities never doubted the validity of their method; it was an all-conquering syllogistic logic. Today the universities are little given to doubt the validity of that scientific method which has displaced the syllogistic. It may be well for the confident modern to remember the errors of the equally confident scholar of the Middle Age and to profit by his example, if possible. If, as Socrates said, an unexamined life is not worth living, then surely an uncriticised method abounds in danger. The university that does not persistently examine the validity of its method; that does not question its assumptions; that does not, in other words, pay to philosophy its just and necessary due, will not remain a university long.

To a university in a democracy you come, old friend, as counselor

and guide. The task is not a new one to your head and hand. Yonder in the old North State, and across the mountains in the Crescent City, where the mighty father of waters halts for a moment before ending his winding course you have taken the reins and driven skilfully the chariot of scholarship and of service. Today the scene is new. Here are fine traditions, noble ideals, brilliant achievement. May the passing years bring only glory to the nation's University that is set in the Old Dominion's crown, and which bears her splendid name, and only happiness and honor to the President to whom today with high hope and sincere affection we bid God-speed!

FOR SISTER UNIVERSITIES OF THE SOUTH.

BY CHANCELLOR WALTER BARNARD HILL, OF THE UNIVERSITY OF GEORGIA.

Mr. President:

Assuming that the geographical idea has had some influence in the making of the program for this auspicious occasion, I shall take the liberty of differentiating my congratulations from those of others upon the installation of your new President by claiming the privilege of speaking as the representative of the South. Undeterred, though, I confess, not unabashed, by this great fanfare and this august presence, I shall speak without reserve of him and in a sense to him, of the affection of his brothers in the work of Southern education—an affection called forth by his inimitable personal charm, his great gifts of intellect, scholarship and eloquence, his pure and lofty character. Speaking in this intimate way, I am but one among the thousands that love him, and whose prayers will "Rise like a fountain for him day and night," that he may here work out in conspicuous realization the high ideal of a great university—an ideal which he, when taking up elsewhere years ago the duties of a university president, pictured in these glowing words:

"My desire would have it a place where there is always a breath of freedom in the air; where a sound and various learning is taught heartily without sham or pretense; where the life and teachings of Jesus Christ furnish forth the ideal of right living and true manhood; where manners are gentle, and courtesies daily multiply between teacher and taught; where all classes and conditions and beliefs are welcome, and men may rise in earnest striving by the right of merit; where wealth is no prejudice and poverty no shame; where honorable labor, even rough labor of the hands, is glorified by high purpose and strenuous desire for the clearer air and the larger view; where there is a will to serve all high ends of a great State struggling up out of ignorance into general power; where men are trained to observe

closely, to imagine vividly, to reason accurately, and to have about them some humility and some toleration; where, finally, truth shining patiently like a star bids us advance, and we will not turn aside."

When I said, Mr. President, that I took the liberty of assuming that I represented the South, I used the phrase in its widest and most cosmopolitan meaning. In 1717, when Sir Robert Montgomery applied to the King of England for a grant of lands between the rivers Savannah and Altamaha, to be named Azalia, he issued a prospectus to attract colonists—a document which might give points even to Wall Street promoters—in which he called attention to the fact that the new territory was "in the same parallel as Palestine, and pointed out by God's own choice." This prospectus is a warrant respectable in its antiquity, if not in its modesty, for claiming credit for Southerners for all that is achieved within our parallels of latitude around the globe. The belt of earth corresponding to the South makes Moses, as Bishop Candler, of Georgia, loves to say, "one of the first Southern gentlemen." It takes in Greece, and gives us for Southerners, Homer, Plato, Aristotle, and Alexander the Great. It takes in the southern end of Italy, and a slight curve of the line permissible to one who is constructing a theory, as it is to the maker of a railroad map, brings in all of that wondrous land, adding to our glories Caesar, Virgil, and Dante. It includes the birthplace of Napoleon, though we do not claim Napoleon as a typical Southern gentleman. It comprises Japan, and while some people have been mystified at the marvelous development of the Flowery Kingdom, we have had the key to the fact in the advantage of its southern climate. Great Britain is apparently alien to this clime, but the exception is only apparent, for what is it that has made possible the climate and thereby made possible the civilization of England? It is that southern gulf stream, that "river of the ocean," as your own Maury has called it—"that wandering summer of the seas"; so that Englishmen are only Southerners at long distance—a theory which gives us Shakespeare, Milton, and Tennyson, Chatham, Burke, and Gladstone."

In the South, then, have dwelt, if you have followed me in this excursion around the globe, the Hebrew people, whose gift to the world was the idea of holiness; the Greek, whose gift to the world has been the idea of art; the Romans, whose gift to the world was the idea of law, and the Anglo-Saxons (by courtesy of their hypothesis), whose gift to the world is liberty. These are large inclusions, I admit, but I avoid insistence on these "Alabama claims," and hasten on to one conclusion which I know will pass unchallenged, and that is, in Dr. Alderman's noble vision of the University, and I trust he will forgive me for saying in the heart and soul of the seer, there have

entered the highest and best of all the inspirations of the Hebrew ethical ideal, of Greek culture and beauty, of Roman administration, and Anglo-Saxon freedom.

Speaking on behalf of the other institutions of learning in the South, I wish to say that we recognize the strategic position of the University of Virginia, its unique situation, its peculiar national relation, and its leadership. Endeavoring to make plain the spirit of this recognition, I have recourse to one of the noblest orations of American eloquence, an address delivered by Hon. James C. Carter, of New York, on the occasion of the dedication of the new buildings of the University, June, 1898. I may say here, in parenthesis, that the University of Virginia has, in my judgment, received no more splendid tribute in all its history than its recognition in the last will and testament of that great man, who stood, in the esteem of his brethren, at the head of the American bar. In concluding his great address, Mr. Carter said:

"And the ancient Commonwealth of Virginia—to what nobler object can she extend her favor and support than the building up upon this historic spot of a great university which shall be at once the home of the sciences and the arts, and the nursery of political freedom? Outshining all her sister colonies in the splendor of her contribution to the galaxy of great names which adorns our Revolutionary history, how can she better perpetuate that glory than by sending forth from her own soil a new line of patriot statesmen? No jealousies will attend her efforts to this great end, and her sister States would greet with delight her reascending star once more blazing in the zenith of its own proper firmament."

As the orator was speaking for Virginia's sister States, so undertaking to speak for the educational institutions in the South, I would say, "no jealousies, Mr. President, will attend your efforts" to realize the great ideal of your life here. Without envy, we see that yours is the first Southern institution in whose very birth national influences were at work in that unpretending tavern in Rock Fish Gap, where three presidents of the United States, with other distinguished men, met to prepare a report upon a rounded scheme of state education. We recognize, too, that Virginia occupies a peculiar relation to the South in the fact that it was on her territory that the tremendous issues of the war between the States were fought out and settled, thus linking the very names of her battlefields with the traditions of every Southern State; that it was Virginia's soil alone that drank the blood of the brave souls of all the South, thus linking your name with the fireside traditions of every Southern home. There were other Southern universities whose existence began before yours. The University of Georgia was chartered in 1785.

You remember with James C. Carter, whom I again quote, that "the youth who are brought here should study not only the principles of liberty and free government as taught by the founder, but the new problems arising from the prodigious growth of the nation and its rapid material consolidation; the true principles of legislation, and by what methods liberty is best reconciled with order and with law; teaching them to prefer for their country that renown among the nations which comes from the constant display of the love of peace and justice." You will look to the future, for, in the language of the poet who should have been heir to the laurel of Tennyson

"He loves man's noble memories too well
Who does not love man's nobler hopes yet more."

For the fulfilment of this great ideal the man and the hour have met. Providence has given you a leader:

"One who counts no public toil so hard
As idly glittering pleasures; one controlled
By no mob's haste, nor swayed by gods of gold;
Prizing, not courting, all just men's regard;
With none but Manhood's ancient Order starred,
Nor crowned with titles less august and old
Than human greatness; large-brained, limpid-souled;
Whom dreams can hurry not, nor doubts retard;
Born, nurtured of the People, living still
The People's life; and though their noblest flower,
In nought removed above them, save alone
In loftier virtue, wisdom, courage, power."

FOR SISTER UNIVERSITIES OF THE WEST.

BY PRESIDENT R. H. JESSE, OF THE UNIVERSITY OF MISSOURI.

I bring, Mr. President, greetings from the University of Missouri to my *alma mater*, the University of Virginia — greetings from the Louisiana Purchase acquired by Thomas Jefferson, to this Mother of State Universities founded by him.

Jefferson was the greatest prophet of public education that our country has yet produced. For fifty years he was dominated by a passion for civil and religious freedom through republican institutions, and by a passion for public education in common schools, and in State universities.

For a season, at least, Mr. Jefferson's ideas in behalf of education

did not bear much fruit in the Old Dominion, but the yield from them was magnificent in the daughters of Virginia beyond the Alleghany Mountains. As every student of history knows, Virginia ceded to the Federal Government most of the land embraced in the "Northwest Territory"—the vast region lying north of the Ohio River, east of the Mississippi, south of Canada, and west of the Alleghany Mountains.

In 1803, Ohio, Virginia's latest daughter from the West, knocked for admission into this sisterhood of States. Jefferson was at that time President of the United States. Congress imposed upon Ohio certain conditions which she must faithfully observe before being admitted into the Union; and with these two conditions were two large grants of land, one for the endowment of what ultimately became a State university. This magnificent policy in regard to public education, established under the presidency of Jefferson, has been pursued by our country in the admission of Western States for over one hundred years. If we except West Virginia and Texas, no State from the crest of the Alleghany Mountains to the shores of the Pacific Ocean for 102 years has been admitted into the Union without pledging the support of its people to common schools and State universities.

And in these later days this policy, so to speak, this policy first established by Jefferson, has stretched its wings beyond the confines of our continent, and touched with pinion tips our island possessions in the eastern and western seas. We therefore, who believe in public schools and State universities, and especially the people of the West, may well cry unto him as the lesser prophets of old cried ever unto the greater, "My father, my father, the chariots of Israel and the horsemen thereof." For verily unto our Israel of public education, from kindergarten to State university, Jefferson has been as a squadron of armed chariots and as a legion of mailed horsemen. He has been father also of public schools and State universities beginning with Ohio and stretching out to the shores of the Pacific Ocean.

Compelled, finally, against his will, to abandon the idea of public schools in Virginia, Jefferson still struggled for the last twenty-five years of his life with tongue and with pen and with zeal for a great State university. Time fails me to tell you even briefly of his ideal of higher education.

Let me call your attention to the fact that the best seats of learnings on earth in Jefferson's day consisted of departments of Law, Medicine, Theology, and Philosophy. He had no precedent in Europe or in America for going beyond this concentrated quadrivium. But these departments, important as they are, represented but a tithe of

the instruction which Mr. Jefferson planned here. For example, without the precedent therefor among institutions then existing in America and Europe, he advocated instruction in the "use of tools," and in Technical Philosophy,—or, as we should say now, in Manual Training and in Engineering. To the dismay of educators, he laid out here courses in Agriculture, Horticulture, Veterinary Surgery, and in Military Science. Not until 1862 did our country finally realize that a College of Agriculture, embracing also the Science of Warfare, might be added to a great university without utterly destroying its dignity. It was here among these Ragged mountains he pleaded for courses in Fine Art, and in Tools, in Architecture, "Civil, Military, and Naval." And schools of Commerce, Manufacture, schools of Statesmanship, and Diplomacy he would have established here when the nineteenth century was yet in its teens had Virginia only hearkened unto his advice. Nor did he forget to plead for the "Theory of Music." Indeed, there is scarcely a large division of learning that has been added within the past one hundred years to any considerable college or university in this country that Jefferson did not clearly outline as a part of his ideal State University of Virginia; and I can not find a department for which he pleaded, saving only a School of Manufacture, that has not subsequently been adopted in more than one American institution of unquestionable renown.

Indeed, Engineering, for example, has been developed in the Massachusetts Institute of Technology, far beyond that "Technical Philosophy" which Jefferson had in mind, and so with everything else. But of what other man in the history of the human race can it be said that, standing on the threshold of a period of rapid change, he forecast the development of higher education for a century of time?

The University which he finally founded here in the twilight of his days was but a part of that institution which he had fancied; nevertheless, in spite of all its shortcomings, for the space of fifty years it was perhaps the foremost seat of learning on this continent. But when, in 1876, the Johns Hopkins opened its doors, then for a season, at least, "the sceptre departed from Judah and a law giver from between his feet." Then arose among our American universities that fierce struggle for pre-eminence which for thirty years has raged North and South, and East and West.

It may well be, Mr. President, that beginning from today there shall yet come an era of rapid growth and expansion to this Mother of State Universities, the daughter of Thomas Jefferson. It may be that ere long his vision shall yet be fulfilled here in a full orb'd university, the embodiment of all that he hoped for and of all that has been achieved in higher education in our country in a century of time.

The All-Gracious God grant that this come to pass quickly for the repose of his soul who was father unto the University of Virginia.

Long ago the Prophet went up from among his disciples. His mantle, in mid-air long suspended, as it were, seems to have fallen upon your shoulders, Mr. President. May a double portion of his spirit be upon you!

INAUGURAL ADDRESS BY PRESIDENT ALDERMAN.

Eighty-seven years ago, the Commonwealth of Virginia, inspired by the genius of Thomas Jefferson, guided by the patient good sense of Joseph Cabell, and heartened by the encouragement of James Madison and James Monroe, laid the foundation of this University, and dedicated it consciously to freedom for mind and soul, to desire for knowledge and truth, and to solemn faith in the justice and slow progressiveness of a democratic society. Men of English and Scotch-Irish breeding long settled on the soil of the State, had evolved a free and forceful society of gracious charm and distinction, and leadership in the republic then belonged to Virginia through the rare greatness of her sons.

Out of her social conditions had come the spirit that called for revolution in voices singularly clear and sweet. From her independent life had arisen the forces that clothed in noble phrase the reasons for revolution; that guided victoriously the legions of war; that bore just part in the shaping of the Constitution, so compact of high sense and tragic compromise; that interpreted its spirit; that widened colonial vision from provincialism to empire; that fixed faith in average humanity as the philosophy of a new civilization, and that set the framework of the great popular experiment in forms of imperishable strength and beauty.

The illustrious man who inspired this foundation has eternal honor here. Here he lived, here they laid his mortal body, and here dwells in ceaseless energy his immortal spirit. But Thomas Jefferson, like George Washington, is a world name and a world force. His phrases, on the lips of aspiration, stand everywhere as a rebuke and a stumbling-block to tyranny and oppression. His ideals, far spreading in all lands, have given energy and reality to the democratic movement of the modern age in Europe and America. To this University Thomas Jefferson is something more than a philosophy, or a figure in a pantheon. He is a friend, a founder, a father. No university in the world—not Bologna, or El Ashar, or Oxford, or Prague—is so intimately associated with so immortal a name. To us he inhabits his high hill forever, an unwearied, versatile, myriad-

mindful old man, acquainted with glory and high station: a smile of faith forever on his lips, a passion for freedom forever at his heart, knowing men deeply, and yet believing in them and having patience with them; subjecting everything, with thoughtful radicalism, to the test of their advancement; watching with patient eyes the slow rising walls of this University for their training, and counting that foundation the greatest in the sum of his vast human achievement.

Born thus of the union of human enthusiasm and civic impulse, the University of Virginia seems to me the first deliberate gift of democratic idealism to the nation and century, though three-score and seven institutions had preceded it in the national life, owing their origin to the great historic causes of religious zeal, private beneficence and high community impulses for wisdom and guidance.

In our satisfaction that we stand so impressively as an expression of the national mind toward political self-direction let us not forget the debt that we owe to the great forces that had already builded the pioneer American institutions, out of which had come the inspiration for Lexington and Yorktown, the Continental Congress, and the Constitutional Convention. In particular, let us not forget the religious motive that gave sacredness and moral direction to our ideals, that held us to the faith that man's relation to God is the supreme essence of human culture, and that admonishes us, day by day, that "through wisdom is an house builded, and by understanding it is established, and by knowledge shall the chambers be filled with all precious and pleasant riches."

Universities stand both as servants and as symbols of the spiritual insight and the social needs of their epochs. The Greek peoples studied philosophy because the need of their time was ethical. The Englishman is intent upon the getting of general culture, because his need is for the man of breadth and cultured will. In the second decade of the republic, popular thought centered upon the rights of man and the bounds of political freedom. The statement of the purpose in the founding of the University therefore, drawn up by the same hand that had drawn up the Declaration of American Independence, while reflecting this mood of the age, passed beyond it with a daring comprehensiveness that marks our founder as a master of foresight and interpretation. "This University shall exist," said Jefferson,

"(1) To form the statesmen, legislators, and judges, on whom public prosperity and individual happiness are so much to depend;

"(2) To expound the principles and structure of government, the laws which regulate the intercourse of nations, those formed municipally for our own government, and a sound spirit of legislation which, banishing all unnecessary restraint on individual action, shall leave

us free to do whatever does not violate the equal rights of another;

"(3) To harmonize and promote the interests of agriculture, manufactures, and commerce, and by well informed views of political economy, to give a free scope to the public industry;

"(4) To develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals, and instill into them the precepts of virtue and order;

"(5) To enlighten them with mathematical and physical sciences, which advance the arts and administer to the health, the subsistence and comforts of human life;

"(6) And, generally, to form them to habits of reflection and correct action, rendering them examples of virtue to others and of happiness within themselves."

Not since John Milton had declared that to be "a compleat and generous education which fits a man to perform justly, skilfully and magnanimously all the offices, both public and private, of peace and war," had there been put forth such a classic statement of educational purpose, and as only he who could draw the bow of Ulysses, could realize the Miltonic ideal, so all the constructive thinking and piled-up wealth of succeeding generations have left unattained the Jeffersonian programme. In its academic structure and in the scope and grouping of its work, Jefferson had spiritual sight of the modern American university, even now but dimly taking shape out of the needs of a new society, the efforts of countless men and unmeasured power, as our greatest intellectual achievement. His revolutionary mind put aside the English college model as the proper force for training the American democrat, with its exclusive tradition of humanistic culture, and the formalism of the English country gentleman, though he was broad enough to recognize the wisdom of halls of residence and the communal life therein, which the English had evolved, and which they believe has contributed to produce the type of man who has widened the arch of the British Empire.

President Eliot a great modern master and interpreter of educational method and purpose, has recently declared that there are three indispensable attributes of a true university: Freedom in the choice of studies; opportunity to win distinction in special lines of study; a discipline which imposes on each individual the responsibility for forming his own habits and guiding his own conduct.

Our great dreamer seized just these three essentials, and upon them shaped the life of the University of Virginia, as necessary conditions, at a time when they were not only unrealized, but unimagined in American educational practice. To this absolutely right foundation are due the just claims that here began the first real American univer-

sity, and the first whole-hearted experiment with the elective principle, and the interesting result, that there has always been a real university at Charlottesville. In spite of meagre equipment, though at its birth it was probably the most liberally planned institution of the country, in spite of insufficient preparatory training at times for its students; in spite of restricted scope and inability to welcome into the circle of liberal arts the growing mass of new studies, the university spirit has always informed our life — a spirit that beheld the scholar's life as a fair and fruitful thing, begot in youth a desire, not only to acquire, but to add somewhat to the sum of knowledge, and evolved a method of intensive thoroughness that yielded knowledge of how truth may be won.

The character of an institution is the resultant of its ideals and of the social forces that cry out to it for direction. The first three decades in the life of this university, like the first three in the life of man, forever fixed its character. The revolutionary dynasty had passed away, their battle for equality and human sympathy securely won. A young republic, its concept of democracy suddenly shifted from sovereignty to omnipotence, stood up before the world, lacking the instinct of unity, virile and wayward in its confident strength.

Steam and inventive genius touched its heart with desire and pointed the way for material advancement. A vast untouched empire beckoned adventurous spirits from all lands to enterprise and conquest. There was brewing the storm of a great argument as to the nature of this Union, made necessary by the silence and indecision of the Constitution, and made imminent by the presence of a vast human problem in economics bequeathed to us by the industrial need and moral callousness of ages past. Men in America have never been so much in earnest about vital things as they were in those days. Their hearts were touched with fire and their very lives did not appear to them so indispensable as their ideas. The passion of the time was a passion for principle and loyalty. The aptitude of the time was for the building of States. There was no room in high places for the cynic, the idler, the self-seeker. Cleared of human weakness and hot temper, one sees in these sad, earnest years a time of single mindedness and sincerity of the uplifted heart, and of steadfast gazing upon the heights of honor and duty, and they must ever remain the epic period of the struggle of democracy, under crushing difficulties, after self-consciousness and unity of purpose.

True wisdom guided the selection of the formative men who came here to teach, whether from Europe or America, for they were high-statured men and great teachers, as well as scholars, evoking enthusiasm for letters in their disciples, setting high and necessary standards

of scholarship in the land, and leaving behind them an enduring education of sweet and vital memories. Duglison, Emmet, Tucker, Cabell, Rogers, Gessner Harrison, Davis, McGuffey, Courtenay, Venable, Minor, to mention only some of the dead. The mere intonation of their names, each a unit of power, of sacrifice, and of service, is the best celebration of their fame my tongue can fashion. The old graduate here recalls men, not buildings. When he accounts for his measure of virtue, he calls the roll of his old teachers as Marcus Aurelius did, long ages ago, on the banks of the Danube. Indeed, the distinction of this life has been the contact of the individual with the great teacher.

The youth who came here to learn were such youth as such times breed. They were heedless of much that is heeded now. But they were afire with the impulses of their generation. There dwelt in them the root of a deep seriousness, an earnest ambition for service to the State, and a calm faith in the power of the cultured will and the honorable life. It was the golden age of education in the Southern States—the high water mark of individual effort in behalf of the training of picked youth. "Studies were blooming and minds awakening." More than eight thousand young scholars, from a varied territory, passed through these walls between 1830-60 to the larger life of leadership in church and state, as cabinet ministers, jurists, physicians, senators, governors, scholars, preachers and great cultured gentlemen. The spirit of the time sent most of them into the public service, where they made of politics a lofty profession, the tradition of which informs and ennobles American political life today. But they may be found all along the wide lines of life, finding eternal beauty in form, like Poe; searching the Arctic seas, like Kane; joining New England's scholars in the great movement which brought Germanic scholarship to our shores; seeking and serving God, like Broadus and Dudley; or yielding up their lives in righteous consecration on the battle's edge.

Out of the inter-play of such forces, in a time of such intensity and personality, was won the intimate character of the University of Virginia. One does not have to search for this institutional character as for something elusive and subtle. It shines out before the face of the stranger in five clear points of light:

A sympathetic understanding of democracy as a working hypothesis of life, guaranteeing to every man a chance to realize the best that is in him.

An absolute religious freedom, combined with wide and vital religious opportunities.

An appeal to the best in young men, resulting in the creation of a student public opinion and a student system of honor, which endowed

the university of the past, and endows the university of today with its richest asset of reputation and fame.

A high standard of scholarship rigidly maintained, in an air of freedom of learning and freedom of teaching, begetting an austere ideal of intellectual thoroughness and honesty.

A conception of culture as a compound of sound learning and gracious conduct, as an inheritance of manhood and moral will won through discipline and conquest, and as a capacity to deal with men in the rough work of the world, with gentleness and simplicity.

When the tempest of war finally fell, it was this spirit that possessed the twenty-five hundred ardent young souls who went forth from these doors, and "on war's red touchstone rang true metal." When the tempest ceased, it was this same spirit that bred in the men of today strength and patience, and a genius of common sense that enabled them to endure, to rebuild, and to preserve for the world things the world should not lose. I pledge myself, under God, to do what I can to cherish and to magnify, come good days or ill, this inspiring university character. I do not mean that there should not be readjustment here — change, if you will — the growth that is conservative of life and comes out of the tissues of ancient strength. A changing society means a changing curriculum, and a university is society shaping itself to future needs. But there are things that are eternal, and the substance of this ancient spirit of the University of Virginia is one of them.

The Americans of the Southern States are the only Americans who have known in direct form the discipline of war and the education of defeat. They alone of this unbeaten land have had intimate experience of revolution and despair. The University of Virginia as their chiefest servant, has shared with them this stern self-revealing tutelage. One can never know what fair visions of its destiny filled the eye of Thomas Jefferson. He beheld it guiding wisely the local life of Virginia. He beheld it as a training place for democratic leadership in the State and nation; as an inspirer to the great Northwest and Southwest, as those States swept into ordered life; but his optimism, as well as human limitations, shut it out from his sight, in its sacredest relation, as the source of light to a land left in darkness and silence by the storm of war. Is there in academic annals such a story of precious privilege and fulfilment? As each stricken State found heart to relight its ancient torches, its sons came here for the sacred fire, where patient hands had kept it burning, or to our sister university in the valley, where the great soldier sat at the teacher's desk, revealing a moral splendor more touching and glorious than his martial fame. To the Southern man of middle life, *the university* meant *this* Univer-

sity. The world has deemed this a gentle and lovable provincialism, but in a deep sense it was true, for here, indeed, was the home of his ideals, and hence had come the men, the methods, the reawakened educational desire, the noble consolation of unweakened spirit, and even amid the ravages of war, the unravaged vision of arts and philosophy.

Secure, therefore, in the dignity of an intellectual authority which it has earned, and a national service which it has rendered, enriched by the currents of a gentle civilization flowing about it for generations, protected by the love and veneration of thousands, seated among hills of quiet strength and beauty, and stamped upon its outward form with "the glory that was Greece, and the grandeur that was Rome," if I may use the very words of its most gifted child of genius and song, this University faces the future, which summons you and me to preserve and strengthen, as it summoned the founders to conceive and create.

The glory of Jefferson was his enthusiasm for the future. It was the prophecy in democracy that charmed his spirit. A noble past might be a dangerous thing, he thought, if it brought contentment with a complacent present or an uncertain future, and there was no splendor in it for him, if it did not urge men onward. It has been given to this University to render wide and definite service for political freedom and human culture and character in an age of national development and trial. Is there not equal work for it to do in behalf of spiritual freedom and economic independence and justice in an age of social expansion and experiment? Is it not just as much a pioneer in the latter struggle for a larger life, as it was when it came from the hand of its founder in the generous fervor of a new hope? There is still a democracy to be served, with its dreams unrealized, its ideals changed, its point of view advanced. The democracy of the young century was a theory of politics and philosophy. The democracy of today is society fused by the divine energy of the Master, seeking unity and development, a common heart and conscience. If some of its early dreams have faded in the light of common day, it is because economic and social questions strike deeper than issues formal and political, and for their solution make demand less upon emotions and impulses, and more upon sound knowledge, ordered thinking, and constructive imagination. The craving of its present mood is for opportunity to share in the fullness of life, to break up its masses into units, to sift its units for hidden treasures, and to enter into the finer inheritances of the civilization which it has helped to build. The great-grandsons of the men who fancied the suffrage would bring Utopia now set their hearts more upon the wages of labor, the nature of capital, good country

roads, the enrichment of rural life, the village library, the comely schoolhouse, the unimpeded path to some such spot as this.

There is still the republic to be served, venerable now, for all its brilliancy, and literally made over in outward form, in spiritual purpose, and in industrial capacity since 1850. Who shall leaven this tumult of peoples with soberness and simplicity and Americanism? What is Americanism coming to signify spiritually to the world? Shall it be alone pride of power, passion for achievement, genius for self-indulgence, mad waste of energy, as in the ant hill, or shall it mean steadfast justice, respect for law, sober discipline, responsible citizenship, and moral sturdiness?

This University is just one of the circle of American institutions, seeking to guarantee the right answer to these large questions of human welfare. A sectional, like a sectarian university, is unthinkable, and we are spiritual neighbor to Harvard and Columbia, to Michigan and Texas, to Oxford and Cambridge. As a brief answer to the vital question, What sort of men have you made? I may reply, forty-seven per cent. of our students have come to us from thirty-nine States other than Virginia; five hundred of our alumni have preached the gospel throughout the world; four hundred and eleven have occupied chairs in one hundred and fifty-one universities and colleges in thirty-three States and four foreign countries,—fifty-seven of these being elected in seventeen Northern and Western States. Our sons have governed twelve States, and administered supreme justice in seventeen States; one hundred and twelve of them have enacted laws in the Federal Congress; and in law, medicine, business, and engineering a host of them are serving men about the world.

It is too clear to call for proof, however, that the chief allegiance of this University is to Virginia and to its natural contributing territory. Its elementary duties are to furnish a liberal education substantially free to the youth of Virginia, and to care for Virginia and the South in their growing life, in educational, cultural, economic directions. If there be a question touching life on the farm, or in the factory, in institutional development, in the public schools in manufacturing or municipal problems, some intelligent answer should issue from the University. If this Union symbolizes the effort of freemen to combine freedom and justice with wealth and power, the most impressive phase of this effort is the proud, self-reliant re-entrance of the South, after isolation and submersion, into the work of the modern world, without loss of ancient loveliness, and with access of modern vigor and mobility. This is still a land of romanticism and personality, of conservatism and reverence, of loyalty and capacity for devotion, but it is as well a land of community, progress, and social sympathy.

perceiving the necessity and dignity of industrial efficiency, and realizing and mastering the economic forces of society. It has, indeed, begun an economic movement, destined to revolutionize its life. Disciplined and homogeneous, our educable youth are reaching up into life, through sacrifice. They are no better than other American youth, but God has been good to them, because He has let their young eyes see life as duty and opportunity and not as pleasure, and the republic needs their tempered strength and their quality of soul and their scorn of dishonor. Nowhere in the world are there more difficult and dangerous domestic problems. Nowhere in the world do both nature and man ask so plainly for the trained hand, the trained mind and the trained will. Everywhere there is wealth to be won and institutions to be molded and ideals to be maintained, and a giant task accomplished of relating in democratic life a master race and freed race on the basis of justice, but conformable to the solemn obligations of racial growth and of an unimpaired civilization.

Humanism produced the man of culture, and his peril was self-sufficiency and a conception of culture as ornament. Applied science and the imperious demands of commerce have produced the man of efficiency, and his peril is personal barrenness and instinctive greed. Our country needs the idealism of the one and the lordship over things of the other, and such a blend will be the great citizen whose advent an industrial democracy has so long foreshadowed. The kind of work he shall do in the world is immaterial. He shall be an upward-striving man who wants the truth and dares to utter it, who knows his own need and the need of his age, who counts adaptability and toleration among his virtues; who insists on a little leisure for his soul's sake, and who has a care whether amid the warfare of trade, or in the quiet and still air of study, for the building of things ever better and better about him. Fashioned by the sweep of genius through experience, great citizens may come who have never seen a university, but universities are the organized efforts of monarchies and democracies to produce such types, and our duty is to perfect the organism and to work and hope.

The last quarter of the century has witnessed the organization of the American university, and the partial realization of its final form. The next quarter of a century will see some universities with the income of empires, and a power upon which cities and States will lean heavily for guidance. This new educational form will comprise:

(1) The College of Liberal Arts—the academic heart—which has assimilated scientific studies and thereby put itself in touch with the meaning of the age. Its function will be to receive immature youth in an atmosphere of broad and varied associations, in contact with

wise and noble lives, and to offer them such experience in evoking manhood and capacity, and such knowledge of man, nature and spirit that they shall gain power to enter into life with character, enthusiasm and conviction. The college is a social institution, enlightening and guiding youth, that it may make men of them.

(2) The Graduate School—the academic brain—charged with the function of training mature and liberally educated men to investigation and scientific productiveness. Here shall be gained that patience and energy, that open-mindedness and sure thinking, that intellectual sincerity, that have belonged to all the pathfinders from Aristotle to Pasteur, and must belong to him who would broaden the ways and enlarge the boundaries of thought. The advance of civilization will rest on the strength of this school and through its work alone can a university hope to become a school of power, binding other colleges to it in loyalty, and not only responsive to tradition but to new truth daily appearing in the life of man. Here the quiet scholar may search out the truth and hold it aloft for men to see.

(3) The Professional Schools—the heart and brain at work on life—as varied in number and scope as society is complex, seeking to provide the world with the best skill needful for its growth, and so justly related to the whole that we shall escape the peril of the illiberal and uneducated specialist.

All this shall be placed in a setting of a little world of libraries, laboratories, loan funds, fellowships, mechanism and beauty, and the whole vitalized and spiritualized by men in such force that their spirits shall not break and their hopes shall not die. We do not need many such universities but we need them strong and in the right places. The multiplication of weakness by weakness yields weakness still. The South needs them to protect its real reconstructive era from the dangers of empiricism—industrial dependence, and the perils that beset character in all democracies. Virginia needs such an university to guarantee that educational leadership to which it has owed its greatness for two generations, and to light its path to that point of usefulness and power which General Lee saw in the dark days, when he said simply: "Let us work to make Virginia great again."

The building of such a national university of modern type in the South is the great opportunity to benefit the republic now offered to the wisdom of States and the imagination of far-seeing men. There is a pre-supposition of vast power in such institutions. America spends thirty millions a year in maintaining them. Many millions a year are given for their expansion. The States of the Northwest Territory, much of which was formerly Virginia, expend six millions yearly, and upon less than four or five hundred thousand a year one can not be

maintained. Money alone can not make such an university, but vast power is necessary, and though it bear the image and superscription of Caesar, there is an alchemy of consecration in our laboratories which can transmute money into moral force. Mere individual genius, even of Plato, or Abelard, or Arnold, or Hopkins, can not make such an university, though God pity it if it have not such quality of soul somewhere in its life. Prestige will not suffice, for prestige may be another term for epitaph, if isolated from continuing power to serve a widening field.

Holding fast to all of good that we have, let us discern four new paths of service for the University of Virginia. First, of English speaking statesmen, Mr. Jefferson perceived the meaning of education as an influence upon national as distinct from individual development, and for forty years his mind played constantly around three lines of institutional reform in Virginia—elementary instruction for every child, in order to guarantee citizenship, to elevate economic desire, and to increase industrial capacity; secondary education, or more education for those fit for it; university education, or training for leadership.

The largest social task of this university, co-operating with all educational forces, is to strive for the accomplishment of these unrealized ideals. Not only in Virginia, but throughout the South there is enthusiasm, growth under difficulties, splendid determination and progress, and individual excellence; but our educational systems are unorganized and bear somewhat the relation to what they will finally become that the old volunteer fire companies bear to the organized fire department. Their proper co-ordination will come as a result of community effort and a conception of educational unity. Education is one compact interest of society, and no one part can be profitably studied alone, as no individual can be studied isolated from his fellows. His cadaver may be valuable for such purposes, but not his personality. I know of no more fruitful field of inquiry than that which has to do with the relation of part to part in our systems of education, and of the intrinsic relation of the whole to state and church. The University of Virginia is essentially not this particular City of Light but a composite institution, including every school house, academy, denominational college, State school—tied together in a union of sympathy and helpfulness, and it somehow must become this or confess failure.

The adoption of the mill tax idea as a method of raising revenue to insure unified and stable educational growth is the contribution of the Mississippi Valley. It is the result of the teachings of Jefferson and the common sense of pioneers and State builders. I commend it to our law-makers for their thoughtful investigation, for nowhere have the dreams of Washington and the hopes of Jefferson approached so nearly to realization as in this alert and unhindered territory.

We should cherish the hope that the time will come when the higher institutions of the State will be united in organic union, since local pride and enthusiasm have denied us physical unity. Nor should the reciprocal obligations be forgotten that exist between the State and the private and denominational colleges, chartered by the State, protected by its laws, educating one-third of its youth. We should welcome the establishment here of halls and dormitories controlled by them, availing themselves of the opportunities of the University, and if this be impracticable, we should at least strive without ceasing to banish from our life any semblance of intercollegiate hostility. Let co-operation supplant rivalry in the service of men. This problem of unification is as difficult as it is inviting. The university that solves the problem holds the future. The first forward step would be the establishment here of a school of Education of such power that its teachers could approach this and other problems of educational statesmanship with insight and authority. This school should comprise not only the philosopher, but the sociologist, the organizer and the sympathetic publicist.

Our distinctive contribution to American life has been political leadership. A necessary condition for the holding of this position would be the development here of a great school complementary to law, embracing the studies classified under political economy, political science, sociology and history. These are no longer subordinate studies. They are the studies that enable the mind to reach results, not so much through obstructive criticism as through progressive understanding of the soul of the time in which it lives, and through insight into conditions unfamiliar to daily experience. Men trained in such studies get the enlightenment upon which wise social action must be based, and in them lies the hope of advance in society.

For some decades the intensest expression of our power is to be along industrial and scientific directions. The application of the sciences to the enrichment of life in engineering, in agriculture, in business, in manufacturing, is not only a movement inevitable to the national development, but is also a vitalization and emancipation of the liberal studies. In the past five years the growth of engineering students over those enrolled in the courses in letters and languages has been one hundred per cent. This does not mean materialism, but is simply an expression of economic need. Modern competitive living needs the trained man not alone in law and medicine, but in engineering and in the great arts of production and exchange. It is the duty of society to master the means for the production of wealth as a form of independence of the world's forces, and after that to oppose moral purpose and enlightened conscience to the suggestions of greed and the seeking of fortune for fortune's sake.

Universities that have a clear tradition are rare and fortunate. Our clearest tradition is the tradition of culture and fellowship with beauty and poetic understanding. It is not a tradition to lose in a world where business is king. It is a morning spirit not yet numbed by sordid or cynical impulses—still lit with spiritual charm and lifted above enervation and self seeking—a stubborn negation of Wordsworth's fear:

"The world is too much with us, soon and late,
Getting and spending, we lay waste our power."

I would give this tradition added richness by putting it to work through the establishment here of a nobly planned school of English Writing. In such an air as this, rich in life and hope and ample manhood, there is room for a school which would bring men together more in the spirit of practical artists than of critics or analysts; a school of scholars and masters, working together like good craftsmen, learning from each other; competing with each other, producing, offering their products to the thought of the world, and giving the training which men of creative instinct get by working together under the sharp spur of life and the just pride of accomplishment. The power to use one's language clearly and persuasively is a practical gain, alone worth the time spent in college. The power to use it as an expression of life and emotion is the power to enter through understanding into that realm of feeling and faith where dwell love and liberty and the unseen ideals that move the race more than law or logic. Why should not a university provide for productive work in literature on the same ample plan and scope with which it provides for scientific investigation and publication? Will not citizenship in the realm of letters come soonest to him who seeks to make than to him who seeks to dissect the body of literature; to him who emphasizes the movement of spirit above the phenomena of language?

Whether the University of Virginia shall realize its great destiny rests upon the decision of the commonwealth of Virginia, whose civic life it has energized and ennobled; upon the will of its alumni whom it has invested with cultured manhood; and upon American citizenship, whose public spirit it embodies. I have emphasized everywhere the idea of service due from the University to the State and I shall continue this emphasis, for I should sin against the mighty dead if I did not bring to these brave young men a straightforward message of social duty. In Ben Hill's phrase, this shall be the University for Virginia as well as the University of Virginia. Great States care for their universities, believing such care to be a mark of greatness in

States. I believe that this State, which has always known how to act broadly, will make it an axiom of its legislative life to cherish and strengthen its chiefest institution in proportion to income and prosperity. The University calls to her sons with the confidence of a mother for their constructive help, and they will heed her call as they have heeded every call of filial love and public duty. She offers to men of sentiment and foresight throughout the republic the privilege and opportunity of an incomparable service. An additional annual income of \$100,000 could be wisely used here. We need men here, first and foremost—great scholars and teachers to reinforce our overburdened corps—and books, and instruments, and buildings, and then more men.

It would be a dull and senseless spirit that did not feel the sacred meaning of this hour, with its unspoken suggestion of human living and human dying, of patient striving and of dauntless hope. There is no despair in such a task. There is simply gratitude to God for opportunity and prayer to God for strength. I believe in the essential idealism of the republic, in its dependence upon knowledge and training, in a deep and heroic simplicity which lies at its heart, safe-guarding it forever from the tyranny of mob or plutocrat. Set here so faithfully for everlasting service, this University seeks its share of the nation's growth and its portion of the nation's burden. Like the University of Berlin, it belongs to the short list of institutions which have scattered the despair and lightened the sorrows of a great people in a time of national trial. Shall it not, like the University of Leyden, range itself also in the justice of God, among the great schools of national rejoicing, working at the tasks and solving the problems of an era welded into unity by common sacrifice and thrilling with the prophecy of boundless growth and triumphant peace?

To the absent ones whose thoughts turn hitherward to day, for love of *alma mater* and belief in her ideals, I send the message of her unbroken loyalty to the faith that the scholar should be a patriot and the patriot a scholar, and that scholarly patriotism exalting country above self, rich in social knowledge and sympathy, unafraid of difficulty and unashamed of sentiment, is the noblest offering universities can make toward the integrity and majesty of republican citizenship.

BENEDICTION. — The Rev. Samuel C. Mitchell, Ph. D., Richmond, Va.

AT NIGHT

The students assembled at 8:15 on West Range, and, receiving torches, moved in procession promptly at 8:25 in the same class order as in the academic procession in the afternoon, and under the same marshals. The scene on the lawn was brilliant. After the evolu-

tions there, the people gathered on the north side of the rotunda where fireworks afforded a dazzling spectacle.

A banquet in the rotunda concluded the festivities. Nearly six hundred guests were seated at tables, arranged in concentric circles on the floor of the library, and at scores of others placed in the alcoves and galleries. The toastmaster was James Pinckney Harrison of Danville, Va., Vice-President of the General Alumni Association. Sentiments were responded to by Senator John W. Daniel, of Virginia; the Hon. Henry T. Kent, of Missouri; President Alderman, of the University of Virginia; Dr. Randolph H. McKim, of Washington, D. C.; President Angell, of the University of Michigan; Professor Blewett Lee, of Northwestern University; Dr. C. Alphonso Smith, of the University of North Carolina, and some others.

[Form of the invitation]

*The Visitors and Faculty
of the
University of Virginia
request the honor of your presence
at the installation of
Edwin Anderson Alderman, D.C.L., LL.D.
as the President of the University
in the Public Hall
at the University of Virginia
on Thursday, the thirteenth of April, 1905
at four o'clock*

COMMITTEE OF ARRANGEMENTS.

BOARD OF VISITORS.—Daniel Harmon, Eppa Hunton, Jr., R. Walton Moore.

FACULTY.—John Staige Davis, James Morris Page, John William Mallet, Richard Henry Wilson.

ALUMNI.—John W. Fishburne, R. T. W. Duke, Jr., Murray M. McGuire.

MUSIC.—By the University Orchestra, Robert Rosser, Leader.

COMMITTEE ON INSTALLATION.

DR. JOHN STAIGE DAVIS, *Chairman*.

Dr. John W. Mallet, Professor Richard H. Wilson, Dr. James Morris Page.



JOHN STAIGE DAVIS

Dr. John Staige Davis, Chairman of the Committee on Installation, was born at the University of Virginia in 1866. His father, for whom he was named, was the distinguished professor of anatomy in the same institution, and a great-great nephew of Thomas Jefferson. His mother, before her marriage, was Caroline Hill, a descendant of the Garlick family, of England.

His early education was obtained in private and public schools. In 1882 he entered the Academic Department of the University of Virginia, but the death of his father in 1885 interrupted his course and obliged him to accept the position of Instructor in Ancient Languages in the University. A year later he resumed his course and in 1889 he had secured the degrees of Master of Arts and Doctor of Medicine. The next three years were spent in post-graduate work at Tulane University, and in Berlin and Vienna. In 1892 Dr. Davis settled in New Orleans as a practitioner of medicine and was appointed on the visiting staff of the Charity Hospital of that city, as an assistant in nervous diseases and pathology.

In 1893 he was called back to his *alma mater* as demonstrator of medical biology and pathology; the next year he was elected adjunct-professor of pathology and hygiene, and in 1900 was made full professor of pathology and practice of medicine, which position he now holds.

Dr. Davis is a member of the Virginia State Medical Society, the American Medical Association and the American Academy of Medicine. He is the author of an "Abstract of General Pathology" and of occasional papers on other medical subjects.



ROBERT MASKELL PATTERSON.



JAMES FRANCIS HARRISON.



WILLIAM MYNN THORNTON.



JAMES MORRIS PAGE.

Chairmen of the Faculty (1825-1903)

The first session of the new University began in April, 1825. Mr. Jefferson desired the largest possible measure of freedom to the students. All but two of his professors (George Tucker and John P. Emmet) being both of foreign birth and education, and accustomed to the personal liberty of the European universities, everything was favorable for a fair test of the founder's theory.

The trial led to executive problems that perplexed the chairmen in the early years, but today, by an adjustment of conditions which required years for its accomplishment — years often marked with serious disorder —



I, IV., VII. = 1825-26, 1828, 1832, 33.
GEORGE TUCKER.

the government is so satisfactory that there is no chafing under its rule by any student of proper mental and moral condition; and if there were any

disposition to revive the old manifestations of discord and rebellion the public sentiment of the matriculates would afford a sufficient corrective.

But other cares came to harass the chairmen, responsibilities which increased with the expanding life of the University. Long before the regime of the chairmen ended, that officer had ceased to be a policeman or a judge to charge or condemn, and become a captain,—not strictly of industry, but of sociological forces, responsible for planning and executing the enterprises of a great university as it kept step with the age. Now that that stage of the institution's history is concluded, some notice of the men who guided the affairs of the University in the way of internal administration from the foundation until this year may be interesting.

The first man to exercise the authority of Chairman of the University of Virginia was John P. Emmet. "At a meeting of the professors of the University, holden at the house of Professor Key on the evening of the 12th of April [1825], Professor George Tucker was elected Chairman of the Faculty for the present year." At the same meeting of the Faculty—attended by Professors Long, Key, Emmet, Bonnycastle, Blettermann, and Duglison—it was resolved that "owing to and during the absence of Professor Tucker, Professor Emmet be Chairman."

Professor Key's residence, where this first official assembling of the Faculty took place, was the third pavilion on East Lawn.

The next meeting was at the home of Professor Duglison, in what is now the residence of Professor Lile, and occurred on the following evening. Professor Tucker first signs the minutes of April 27, 1825.

Mr. Tucker was born under the English flag, in one of the Bermuda Islands, in August, 1775. At seventeen he began the study of law with George Bascom, but three years later he came to Virginia and entered William and Mary College, and pursued his studies under the guidance of his uncle, St. George Tucker. George Tucker became distinguished as a lawyer, was elected to the Virginia Legislature, then to Congress, where he remained six years, winning a high position as debater and constitutional lawyer. From Congress he came to the University of Virginia in 1825 as Professor of Moral Philosophy and Political Economy, and served until 1845. He was an industrious literary worker. The list of his books includes more than a dozen volumes, the subjects ranging from novels to treatises on government and sociology. He died in 1861. While at the University he resided in the pavilion at the south end of West Lawn.

Professor Tucker was thrice Chairman—in 1825 and 1828 by appointment of the Faculty, and from 1832 to 1833 by designation of the Visitors.

At the first meeting of the Faculty Dr. Duglison was chosen Secretary. When, on December 10, 1825, the Faculty came to select a Chairman for the next session, the young founder of its Medical School was designated. He was approaching his twenty-eighth birthday, having been born at Keswick, England, January 4, 1798, and had received his medical educa-

tion in London and at Erlangen. He came to the University of Virginia in 1824, crossing the ocean in "The Competitor" with Bonnycastle and Key. The voyage, in what Professor Long afterward described as "an old log," required four months, six weeks of which were spent beating about the English Channel. Dunglison soon took a high rank as teacher and writer, and was Mr. Jefferson's favorite physician. In 1833 he went to the University of Maryland as Professor of Therapeutics, and later to



II., V.—1826, 1828-30.

ROBLEY DUNGLISON.

Jefferson Medical College, Philadelphia, to take the Chair of the Institute of Medicine. He died April 1, 1866. Dr. Dunglison was Chairman of the Faculty for 1826 and from 1828 to 1830, and lived in the pavilion at the foot of East Lawn. He held his second term through election by the Visitors, and enjoyed the distinction of being the first Chairman designated by them.

III.—1827-28

JOHN TAYLOR LOMAX

The third Chairman appointed by the Faculty was John Taylor Lomax.

who came to the University from Fredericksburg, where he had established himself for the practice of law, after graduation from St. John's College, Maryland. He soon became a familiar and striking figure in Williamsburg and Richmond, whither he went frequently to attend court, and where he came into contact with Mr. Wirt, who induced Mr. Jefferson to appoint him Professor of Law in the University. He thus became the founder of that department. As a lecturer he was graceful and careful of style, which inclined to rhetorical elegance. The Faculty minutes bear testimony to disagreements between the students and other professors, but give none of lack of harmony with the Professor of Law. Among those who studied under him were R. M. T. Hunter, Alexander H. H. Stuart, and Robert Toombs.

In 1830 Professor Lomax, who, while at the University, resided in the second pavilion on West Lawn, resigned his chair to accept the judgeship of the Fredericksburg circuit. He also conducted a private law school, in which he taught such men as Judge W. S. Barton, Judge Robert Montague, and General Dabney H. Manry. Judge Lomax died October 1, 1862.

A grandson describes him as of full stature, well proportioned, dignified, and of imposing presence, but of manners so simple, cordial, and affable, and with a face so benign in its expression, as to attract all with whom he came in contact.

VI.—1830-32.

ROBERT MASKELL PATTERSON.

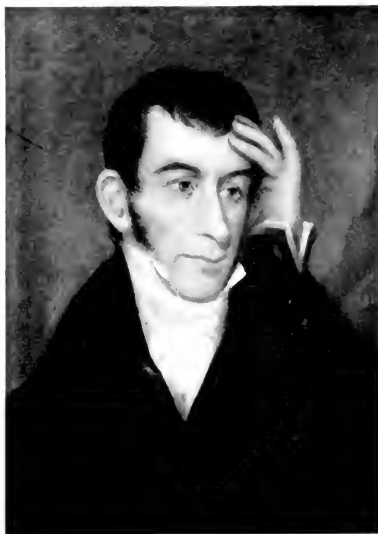
Dr. Robert M. Patterson had achieved scholarly distinction before his selection as a professor in this University. He had pursued academical and medical studies in the University of Pennsylvania until crowned with the Master's degree and the degree of Doctor of Medicine, after which he went to Europe, and was two years under Haüy, Thenard, and Gay Lussac in Paris, and in London he heard the last course of lectures delivered by Davy. For a time he was Consul-General at Paris, much to Napoleon's disgust at the name of Patterson, which was that of Jerome's American wife. On his way home on the Constitution ("Old Ironsides"), as the bearer of important dispatches, he heard for the first time of the declaration of the War of 1812.

In 1813 he was appointed a professor in the University of Pennsylvania, and fifteen years later he came to the University of Virginia as Professor of Natural Philosophy. During his connection with this institution he occupied the third pavilion on West Lawn, where he dispensed a lavish and graceful hospitality.

The office of Chairman was doubtless a great burden to one of his gentle and kindly disposition, and he relinquished it after two years, in 1832. In 1835 Dr. Patterson accepted the invitation of President Jackson to become Director of the United States Mint. He died in September, 1854.

Professor Charles Bonnycastle was the fifth to exercise the authority of the chairmanship, receiving appointment in 1833. He was highly esteemed by professors and students, both for his mental and social gifts.

Charles Bonnycastle was born at Woolwich, England, in 1792, the son of John Bonnycastle, long a mathematical master at the Royal Military Academy. He came over with other English professors in the "Competition." Anecdotes have been preserved that show that his humor and wit



VIII. — 1833-35.
CHARLES BONNYCASTLE.

lightened the heavy moments of that long and dreary winter voyage. Giving his hours to books to the exclusion of proper exercise, his health, never robust, declined rapidly, and he died at the age of forty eight, in the fourth pavilion on East Lawn, and was buried in the University cemetery. He was Chairman from 1833 to 1835.

Within two weeks after the students had convened to pay a tribute of

respect to Professor Bonnycastle, they were called together to take similar action in regard to his successor in the chairmanship, Professor John A. G. Davis, who was killed by a student in front of his residence, the last pavilion on East Lawn, on the night of November 12, 1840. Professor Davis, at the time of the tragedy, was serving his second term as Chairman



IX., XI.—1835-37, 1839-40.

JOHN A. G. DAVIS.

(1839-'40), his first having begun in 1835 and ended two years later. The students resolved to view "the author of the outrageous crime only in the light of a base assassin."

Mr. Davis took up his residence in Charlottesville in 1824, at the age of twenty-two. In association with Nicholas B. Trist and Thomas Walker Gilmer he edited *The Virginia Advocate*, and upheld the political philosophy of Madison and Jefferson. At the age of twenty-eight, but looking younger, he succeeded Professor Lomax in the School of Law. His son, Dr. John Staige Davis, and his grandson, Dr. John Staige Davis, Jr., have followed him in the Faculty, and thus from 1830 to the present, with two brief intervals, this family has shared with conspicuous ability and distinction in the achievements of the University.

Dr. Harrison was made Chairman in 1837, following Professor Davis's first incumbency.

He was born at Harrisonburg in 1807, the son of Dr. Peachy R.

Harrison, and was destined to his father's profession. Prepared for college at private schools and by tutors, he entered the University in 1825, and fell under the spell of the elegant and scholarly George Long and "the remarkable linguist," Dr. Blattermann. In the course of time, profiting by the scholarship and aided by the judgment and friendship of Mr. Long, the student became a professor, succeeding in the Chair of Latin and Greek "that most amiable man of fine understanding," Professor Long himself. A few years later the Professor added to his pedagogical labors the admin-



X., XII., XVII.—1837-39, 1840-42, 1847-54.

GESSNER HARRISON.

istrative details of the Chairman's office. His first term (1837-'39) followed Professor Davis's first occupancy of the chair, and when that unfortunate man was assassinated, something in the character of the young Virginian led the Board of Visitors to call him for the second time to this responsible post (1840-'42). He died in Nelson County on the 7th of April, 1862.

Henry St. George Tucker was a son of St. George Tucker, a half brother of John Randolph of Roanoke, and a cousin of George Tucker,

the first Chairman of the Faculty. He was liberally educated under the supervision of his father, a professor in William and Mary, and had for fellow-students Joseph C. Cabell and Chapman Johnson. He studied law under his father. Beginning his profession in Winchester, he soon built up a large practice, some of which was in connection with the estate of Lord Fairfax, of Greenway Court. While still under thirty-five, Mr. Tucker was elected to Congress, where he was the colleague of Clay, Webster, Calhoun, Randolph, Barbour, Tyler, Pinckney, and others who filled "those spacious times," and upon the reorganization of the Virginia Court of Appeals (1831) he was made President of the Court. He vir-



XIII.—1842-45.

HENRY ST. GEORGE TUCKER.

tually declined appointment by President Jackson to the Attorney-Generalship of the United States, and continued on the bench until 1841, when he resigned to accept the Professorship of Law in the University of Virginia. In 1842 he was appointed Chairman, succeeding Dr. Harrison in that office, and signalized his occupancy by establishing the honor system in examinations, which has prevailed here ever since as a great force in the moral life of the institution. Professor Tucker had been a member of the Faculty but a year when this appointment devolved upon him the duties of the

executive office, which he discharged until he was succeeded by Professor Courtenay.

He retired from his chair in 1845 on account of ill-health, which began with a slight attack of paralysis soon after his arrival at the University, and died in Winchester in 1848. He was father of the late distinguished lawyer, John Randolph Tucker, of Lexington. Judge Tucker lived in the pavilion at the south end of East Lawn.

XIV.—1844-45.

WILLIAM BARTON ROGERS.

William Barton Rogers came to the University in 1835, as the successor of Dr. Patterson in the Chair of Natural Philosophy, and had been here nine years before he was made Chairman of the Faculty. He held the vexatious office but one year,—one of the most turbulent in the history of the institution. Soon after his appointment to the University he was put in charge of the Virginia Geological Survey, for which the Legislature had made provision the preceding March. In this field, it is believed, he won his earliest laurels, if not his greatest distinction in the world of science. Resigning his professorship in 1853, Mr. Rogers went to Boston, and in time founded the Massachusetts Institute of Technology. He died in the public hall of that institution whilst addressing the graduating class of 1882.

Whilst a professor at the University of Virginia he resided in Pavilion VI, the third house on East Lawn.

XV.—1845-46.

EDWARD HENRY COURTENAY.

Professor Courtenay succeeded Professor Rogers in the chairmanship. Like him, he served but one year, and was, no doubt, glad to be relieved of the care and toil incident to the office.

Mr. Courtenay was graduated first in his class at West Point at the age of eighteen, when he was appointed to the Engineering Corps, and then made Assistant Professor of Natural and Experimental Philosophy at the Academy. At the age of twenty six he was advanced to full professor. Thence he went to the University of Pennsylvania as Professor of Mathematics. Two years later he was a division engineer of the Erie Railroad, in charge of construction of Fort Independence, Boston harbor, the Brooklyn Navy Yard drydock, and other important works.

Mr. Courtenay came to the University in 1842, at the age of thirty nine, and died here in the fall of 1853 in Pavilion 1, the first on West Lawn.

Dr. Cabell was born in Nelson County, Virginia, August 26, 1813. He received his academic training at this University, his medical education here and at the University of Maryland, and supplemented this by 36 months' courses in Philadelphia and Paris.

In 1837 he was called from his studies in the French capital to the Chair of Anatomy and Surgery in the University of Virginia to succeed Dr. Warner. He continued to hold Chairs in the Medical Department here until his resignation from the Faculty in 1889, after fifty-two years of



XVI.—1846-47.

JAMES LAWRENCE CABELL.

service. He was Chairman of the Faculty for one year (1846-47), his residence whilst at the University being Pavilion 1, the first on East Lawn. He died August 13, 1889.

The longest continuous service as Chairman was that of Dr. Socrates Maupin, who entered upon the duties of the office in 1854 and continued at the post until 1870.

Dr. Maupin was born in 1808, probably in Albemarle County, Virginia, and was educated at the University of Virginia. Receiving his medical degree in 1830, he entered the Academic Department, and was graduated a Master of Arts in 1833. In 1838 he was chosen Professor of Chemistry

in the Medical College at Richmond, and fifteen years later came to the same Chair at the University of Virginia. The following year the office of Chairman was imposed upon him, and throughout his long incumbency he showed much skill in maintaining discipline.



XVIII.—1854-70.
SOCRATES MAUPIN.

Dr. Maupin was killed in Lynchburg, October 10, 1871, as a result of leaping from an ambulance whose horses had become unmanageable. His residence at the University was Pavilion 8, on East Lawn.

Colonel Venable was Chairman first from 1870 to 1873, and then from 1886 to 1888,—his first service succeeding that of Dr. Maupin, and his second that of Dr. James F. Harrison. None of his predecessors had commanded more respect, and perhaps to none of them had been awarded so large a measure of the affection of the students. He was born in Prince Edward County, Virginia, April 19, 1827, and educated at Hampden-Sidney College (which his grandfather had founded), the University of Virginia, and at Berlin; and filled chairs in Hampden-Sidney, the University of Georgia, and the University of South Carolina, prior to the war. He came

to the University of Virginia as a professor from the campaigns of Robert E. Lee, whose aide-de-camp he was, and his active service in the Chair of



XIX.—1870-73, 1886-88.
CHARLES SCOTT VENABLE.

Mathematics extended from 1865 until he was made *emeritus* in 1896. His residence at the University was Pavilion 8, the fourth house on East Lawn. He died at his home in Charlottesville, August 11, 1900.

XX.—1873-76.
JAMES FRANCIS HARRISON.

Dr. James F. Harrison was the fourteenth professor to exercise the office of Chairman. He was a native of Fairfax County, Virginia, and of English and Irish ancestry. His father, Rev. Timothy J. Harrison, was a chaplain in the United States Navy by appointment October 2, 1820, and stationed for some time at Norfolk. The son was appointed apothecary, and by private study prepared himself sufficiently to be made surgeon's mate. Eventually he passed the necessary examination and was commissioned an assistant surgeon in the navy, March 5, 1847. The Navy Department records show that by the direction of the President of the

United States. Dr. Harrison's name was dropped from the list of officers of that arm of the service on June 15, 1861, in accordance with his resignation of that date. For three years he was surgeon in the Confederate States Navy, and served as chief of the Medical Bureau of that department and as a member of the Naval Examining Board.

Dr. Harrison was stationed at Norfolk, Va., during the terrible epidemic that scourged that city in 1855, and rendered services so valuable and distinguished that they were recognized by the Government of France in the bestowal of a gold medal, and by the Corporation of Portsmouth by a like mark of recognition and esteem. In the so-called "Paraguay War," he was with Admiral Shubrick, who was dispatched to South America to demand of the government apology and indemnity for firing on an American vessel, both of which were rendered.

Dr. Harrison was elected Professor of Medicine and Medical Jurisprudence in 1867, and became Chairman of the University in 1873. In 1886 he severed his connection with the University, where his residence had been the second Pavilion on West Lawn, and resided in Prince Edward County, where he died January 17, 1894. He was buried at the United States Naval Hospital cemetery, Norfolk, Va.

XXII.—1888-96.

WILLIAM MYNN THORNTON.

William Mynn Thornton, son of Colonel John T. Thornton, of Cumberland County, Virginia, was born October 28, 1851. Graduated from Hampden-Sidney College with the degree of Bachelor of Arts at the age of seventeen, he entered the University of Virginia as a student in special engineering courses. From 1874 to 1875 he was Professor of Greek in Davidson College, North Carolina. In the latter year he was elected Adjunct Professor of Applied Mathematics and Civil Engineering in the University of Virginia, and seven years later, Professor of Applied Mathematics. For some years he has been Dean of the Department of Engineering.

Professor Thornton has delivered many occasional addresses, all of them strikingly conceived and bearing the stamp of a style at once strong and stately. His brochure on Charles Scott Venable, his predecessor as Chairman, will survive as a classic in its field. In 1900 Professor Thornton was appointed United States Commissioner to the Paris Exposition.

Professor Thornton was Vice Chairman under Colonel Venable for two years (1886-8), and succeeded his chief, whom he greatly honored, in 1888, continuing in office until 1896. His residence is on Mount Hope, so named from the fact that President Monroe sold law offices on the premises.

Dr. Paul B. Barringer was born in Concord, N. C., February 12, 1857, the son of General Rufus and Virginia (Morris) Barringer. He received

his education at the Bingham School, in his native State; at the Kenmore School, in Virginia, and at the University of Virginia, consecutively. He entered as a student in the Medical Department at the University of Virginia, following the early bent of his mind in the direction of this science, and was graduated here in 1877. He then entered the University of the City of New York, where he was graduated in 1878, being thus equipped for the practice of medicine as soon as he became of age. After three years of successful practice in Dallas, N. C., Dr. Barringer went abroad, and



XXIII.—1896-1903.

PAUL BRANDON BARRINGER.

passed a year in the scientific centres of Europe, studying with specialists of distinction. On his return, in 1884, he connected himself with Davidson College, North Carolina, continuing four years with that institution and in general practice, and in working upon his specialties, among which are diseases of the eye. In 1888 he was elected to the Chair of Physiology and Materia Medica in the University of Virginia.

In 1896 he was called to the office of Chairman of the Faculty, and during the seven years of his incumbency performed valuable service for the institution.

In the medical and scientific organizations of the State he holds a prominent place, whilst his abilities and devotion to his profession are conceded wherever he is known, and his reputation is well and widely established. To the literature of his profession Dr. Barringer has contributed many valuable monographs.

XXIV. 1903-04
THE LAST CHAIRMAN OF THE FACULTY
DR. JAMES MORRIS PAGE.

Dr. James Morris Page, the last Chairman of the Faculty of the University of Virginia, was born on the 4th of March, 1864, in Albemarle County, Virginia. His father was the late Thomas Walker Page, and his mother, before her marriage, was Miss Nancy Watson Morris, of Louisa County, Virginia. On his father's side he is descended from the well-known Page family, of Virginia, the first member of which, Colonel John Page, settled in the colony in 1650, and was a member of His Majesty's Council.

Dr. Page's early education was obtained from his father, who was a graduate of the University of Virginia, and from a day school which he attended for a time in Louisa County. At the age of seventeen he entered the Randolph-Macon College, Virginia, where he was graduated with the degree of Master of Arts, and where he carried off all the prizes offered in the Academic Department, and was appointed Assistant to the Chair of Mathematics, which he filled during the last two years of his sojourn there. After his graduation he went to the University of Leipsic and pursued scientific studies, having the advantage of personal intercourse and friendship with such men as Lie, Klein, Engel, and others. While studying under Lie, the great geometer whose discoveries are well known to scientific students, Dr. Page published several articles on the "Theory of Transformation Groups," which brought him the commendation of his great teachers. In 1887 he was graduated from the University of Leipsic with the degree of Doctor of Philosophy, *magna cum laude*. He then returned home and established a boys' school at Cobham, Va., known as the Keswick School. Here Dr. Page taught for seven years, and educated a number of clever young men, many of whom have had successful collegiate careers since leaving his school. In 1895 Dr. Page returned to Europe to complete, at Leipsic and Paris, his work on "Differential Equations," which has appeared from the press of the Macmillans, London. Upon his return to America, in 1896, he was made a Fellow by courtesy of Johns Hopkins University, and invited to deliver a course of lectures before the professors and graduate students of that institution. While there he was elected Adjunct Professor of Pure Mathematics in the University of Virginia, and later promoted to the full professorship. Upon the resignation of Dr. P. B. Barringer he was elected Chairman of the Faculty, and continued in that office until it was changed to the Presidency.

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As in Virginia;
Nor quite so filled with happy song,
As in Virginia;
And when my time has come to die,
Just take me back and let me lie,
Close where the James goes rolling by,
Down in Virginia.

There is nowhere a land so fair
As old Virginia;
So full of song, so free of care,
As old Virginia;
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